NORCO COLLEGE

STRATEGIC PLANNING AND GOVERNANCE MANUAL

2020-2021 through 2024-2025

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Dear Norco College Community,

It is my distinct honor and privilege to share with you the Norco College Strategic Planning & Governance Manual. Norco College has long recognized the critical role that strong governance and planning processes play in achieving our **mission**. The tradition of ensuring faculty, classified professionals, students, and administrators' participation in policy discussions and institutional planning is the cornerstone of our college culture. As such, our governance structure is designed to emphasize r**esponsibility, transparency, collaboration, and inclusivity** among constituency groups in decision-reaching processes. Through our governance plan, all mustangs are invited to **actively participate** and provide recommendations on decisions that will have an institutional impact. As President, I firmly believe that college-wide participation in governance is essential to fostering **innovation**, achieving our strategic planning goals, and understanding and overcoming institutional challenges.

In collaboration with our Academic Senate, interdisciplinary teams have dedicated countless hours to creating a thorough and informative Manual. This process has been a wonderful and cohesive team effort to bring the College to this critical point of growth towards successful implementation of our Strategic Plan.

This Manual aims at promoting a **shared understanding** of our governance processes, **strategic planning** assignments, key performance indicators, and **how decisions are made** at Norco College. Enclosed, you will find sections, which define laws and regulations related to decision-reaching processes and governance, constituent group roles, key governance councils, and governance member responsibilities.

It is my hope that this Manual will serve us well through 2025 providing our college with a common understanding of how we will **achieve** our Educational Master Plan goals, **ensure consistent application** of governance practices, encourage broad participation in college matters, and support the College's **continuous quality improvement** efforts.

I encourage our Norco College community to take time to familiarize yourself with the decision-making process and to work through your constituent group leaders to participate and have a **voice** in the college's governance processes. The diversity of your ideas, thoughts, and feedback are vital to our college as we make effective decisions in the best interest of students and the successful implementation of our Strategic Plan.

Happy reading,

Dr. Monica L. Green

Monica L. Green, Ed.D.
President

<u>Overview of Purpose</u>

    The purpose of this manual is to provide an overview of the college's planning and decision-making processes. This document defines the roles and responsibilities of employees collaborating in efforts within governance, the types of teams engaging in the planning and governance processes, and the college's core planning processes.

Why do we need a revised strategic planning structure?

1)   Our goals have changed.
   - Norco College now has a new [Educational Master Plan](). Many strategic objectives need a dedicated group/process to ensure the goals are being met.
2)   We have too many disconnections.
   - All committees/workgroups need to be aligned with a decision-making leadership council and clarity is needed regarding the scope/purview of some committees. We want to ensure collaboration and accountability towards our shared goals while providing truly transparent venues for strategic conversations.
3)   Our processes are muddled.
   - Norco College has outgrown its existing 2013-2018 strategic planning structure resulting in some unclear processes.
4)   Our strategic planning process is inefficient.
   - We have too many meetings and some items are inefficiently taken to too many groups for review and approval. Greater diffusion of decisions within our decision-making bodies is needed to eliminate bottlenecks, reduce inefficiencies, and empower/trust work to be done efficiently within the appropriate group(s). This will reduce the number of strategic planning meetings and facilitate an increase in meaningful governance.
5)   We need to clarify operational versus strategic.
   - Not every decision is strategic. We need to define the roles, responsibilities, and purview of our councils, committees, workgroups, and operational teams. We need consistency in addressing strategic planning decisions versus operational implementation.
6)   Our structure is fragmented.
   - The proposed new structure ensures a venue exists for all strategic matters/issues. As a result of our reorganization in 2018, the proposed structure better integrates councils with the four operational areas of our college.
7)   We will benefit from district strategic planning alignment.
   - The proposed plan aligns with the new 2019-2024 RCCD's strategic planning structure, which will facilitate communication and other interactions between Norco College and RCCD.
8)   Our people matter.
   - Our current structure is burning out a small number of people. Wider participation is needed from growing constituency bodies to appropriately distribute the workload between our institutional stakeholders and to facilitate succession planning.

What is different between the current and proposed strategic planning structures?

1. Two new Councils
   a. ISPC evolves into a College Council charged to coordinate communication and common agenda items amongst the four Leadership Councils.
   b. BFPC evolves into the Resources Council.
   c. SSPC evolves into the Student Support Council.
   d. Two new Leadership Councils are created: Academic Council and an Institutional

Effectiveness & Governance Council.

 e. The four Leadership Councils are empowered to make decisions, recommendations and to approve charters.

 f. No membership nor functional changes to Academic Planning Chairs (Department Chairs).

2. Increased Clarity & Effectiveness

 a. The SPGM proposes all councils, committees, workgroups, and project teams have posted charters to clarify their scope, purview, purpose, expected deliverables and membership.

 b. This Manual aligns each committee to a Council based on their scope/functions to increase synergy and collaboration. Standing committees of the Academic Senate will still report to the Academic Senate, and the Academic Senate will retain all decision-making authority.

 c. EMP objectives are strategically assigned.

3. Refined Scheduling

 a. To schedule all councils to meet during College Hour allowing for greater stakeholder participation, while reducing total hours spent in meetings.

 b. College Council will meet during College Hour (2nd Thursday proposed).

 c. All four leadership councils will meet on the same day (4th Thursday proposed), helping to diffuse decision-making, increase governance participation, and expedite processes.

How does the revised structure align with the RCCD Strategic Plan?

- Norco College Council meets one day prior to District Strategic Planning Council's (DSPC's) document submission due date. Norco College Council meets one week prior to DSPC's monthly meeting (3rd Friday).
- District Student Access & Success/Guided Pathways Council align with Norco College's Student Support Council and Academic Council.
- District's Equity Council aligns with Norco's Student Support Council.
- District's Resources Council aligns with Norco's Resources Council.
- District's "Institutional Effectiveness & Planning" and District's "Advancement, Partnership & Communication" Council align with Norco College's Institutional Effectiveness & Governance Council.

How Amendments to the Manual will be made and documented

Part of the Evaluation of the Planning and Decision-Making Process, Procedure 6 (Assessment of the Evaluation Procedures & Governance Structure) includes an assessment of the Strategic Planning and Governance Manual for edits/enhancements. When edits/enhancements need to be made to the manual, they will be added in the form of an addendum to the existing manual. This will provide evidence of continuous improvement in the governance process over time for accreditation bodies and other agencies that are interested in ongoing evolution of the college's institutional effectiveness. Recommended edits/enhancements to the SPGM can be forwarded to and considered by the IEGC annually every spring. Any addendum to the Strategic Plan and Governance Manual will be recommended by the Institutional Effectiveness and Governance Council and approved by the College Council.

Mission, Vision, and Core Commitments

The official Mission, Vision and Core Commitments "live" within the Educational Master Plan and are updated/approved every five years in alignment with ACCJC Standard I.

Mission

Norco College inspires a diverse student body by an inclusive innovative approach to learning through its pathways to transfer, professional, career and technical education, certificates, and degrees. We are proud to be a pivotal hub for scholarship, arts and culture, dynamic technologies, and partnerships. Norco College encourages self-empowerment and is dedicated to transforming the lives of our students, employees, and community.

Vision

We will change the trajectory of our students' lives. We will stimulate academic, economic, and social development in our service area. We will build a comprehensive institution with the capacity and programming to serve our entire area.

Core Commitments

Access

Providing open admissions and comprehensive educational opportunities for all students.

Equity

Engineering and sustaining an environment where student success is realized by all groups with proportionate outcomes.

Student Success

Being an institution that places high value on the academic and personal success of students in and outside of the classroom and where meeting student needs drives all decisions regarding educational programs and services.

Expertise

Committing to ongoing improvement of teaching, service, and leadership as core institutional skills.

Mutual Respect

Belief in the personal dignity and full potential of every individual and in fostering positive human values in the classroom and in all interactions.

Collegiality

Being a supportive community that is distinctive in its civility, where the views of each individual are respected, humor and enjoyment of work are encouraged, and success is celebrated.

Inclusiveness

Embracing diversity in all its forms — global as well as local — and creating a supportive climate that encourages a variety of perspectives and opinions.

Integrity

Maintaining an open, honest, and ethical environment.

Quality

Achieving excellence in the broad range of academic programs and services provided to students and to the community, fostering an environment of inquiry, learning and culture, and providing professional development opportunities for faculty and staff.

Environmental Stewardship

Being mindful of the impact we have on the environment, as individuals and as a community, and fostering environmental responsibility among our students.

Innovation
> Valuing creative solutions and continuing to seek inventive ways to improve instruction and service to students and to the community.

Civic Engagement
> Being fully engaged with the local community by listening to needs; establishing programs and partnerships to meet regional needs; forming alliances with other educational institutions to create a continuum of educational opportunities; and communicating information about Norco College programs and services to the external community.

Principles for Ethical Behavior in Decision-Making

In enacting the college's core commitments, members of the Norco College community shall treat others with civility and respect, recognizing that disagreement and informed debate are pervasive in an academic setting. They shall not seek to abridge for any purpose the freedoms of employees, students, or the public, nor support retaliatory behavior for any reason.

The following statements are intended as principles for ethical behavior at Norco College:

- Protect human dignity and freedom of expression in the academic and working environment and assure that all are respected as individuals.
- Facilitate a climate of collegiality, transparent decision-making, and the right to dissent.
- Encourage open dialogue and positive contributions to Norco College by inviting all constituencies to participate in the governance process.
- Act as stewards of the campus, protecting and providing for its environmental sustainability and beauty through conscientious conduct.
- Use care and integrity in managing confidential information, fulfilling commitments, and sharing credit for accomplishments.
- Provide accurate, objective, and clear information so that decisions are made that are in the best interests of students, employees, Norco College and the public.
- Foster openness and courtesy by encouraging and maintaining communication
- Abide by established college and district policies and procedures and act within applicable laws, codes, and regulations.

While these ethical principles apply to all members of the academic community, this document is not meant to be a comprehensive list of the ethical responsibilities of each member. Recognizing the different roles of members and the different levels of authority that come with them, we thus affirm that employees and students are expected to abide by the Institutional Code of Professional Ethics (RCCD BP/AP 1800). Conflicts of Interests or breaches in the Code of Professional Ethics should be documented and reported to the College President or HR Liaison for review.

Review of Previous Strategic Plan

The previous strategic plan was for the time period of 2013-2019 and was comprised of seven overarching goals. These goals were subdivided into forty-four objectives, measured through ninety-nine metrics, and progress was reported annually. As identified in the final report on these goals, the following was the achievement outcomes on the metrics for the six-year period:

Achievement Outcomes	#	%
Metrics Met	47	47.4%
Metrics at 90% of target or higher	20	20.2%
Metrics less than 90% of target	24	24.2%
Not Applicable	8	8.0%
Total	99	100%

Norco College implemented procedures to evaluate the integration of its institutional planning, program review, resource allocation and decision-making processes during the 2013-2019 strategic planning period. The purpose of these procedures was to ensure that:

✓ Planning, program review and resource allocation are effectively linked.

✓ Decisions are made strategically, based on institutional data, College-wide input, and systematic planning processes focused on continuous quality improvement.

✓ The concerns of stakeholders (students, faculty, classified professionals, administrators and the communities served by the College) are highly valued and regularly incorporated into the College's planning, resource allocation and decision-making processes.

The procedures are listed below. For a more detailed explanation please see the policy document.

1. Survey of Effectiveness of the Planning Councils
2. Report of Effectiveness of Academic Senate and Senate Standing Committees
3. Memorandum from College President to Norco College
4. Progress Report on Strategic Planning/Educational Master Plan Goals, Objectives and "Dashboard Indicators"
5. Institutional Effectiveness and Planning Survey
6. Report of Resource Allocation
7. Report on Annual Evaluation Cycle

Lessons Learned During Previous Strategic Plan

As is the case with any strategic plan, Norco College learned some important lessons while implementing the 2013-2019 plan:

- <u>More is not better</u>: We thought that having 99 metrics would create a very robust system of self-assessment. Instead, having that many data points tended to diffuse institutional focus instead of sharpening it. Many of the metrics in the plan were not at the institutional-level, but were focused on specific programs or initiatives. The current plan reflects this learning by only focusing on fifteen key performance indicators (KPIs) and they are all institutional-level and student-focused.

- <u>The implementation of the entire strategic plan is beyond the scope of committees and councils</u>: We assigned every objective to an existing committee or council and some of the assignments were not appropriate. For instance, Objective 5 of Goal 3 stated "Reduce scheduling conflicts that negatively impact student completion of degrees and programs" and it was assigned to the Academic Planning Chairs. This objective was operational in nature and routinely performed by the Dean of Instruction at the time as part of her normal duties as dean. The APC did not know this until later in the strategic planning period and it would have been better to have been assigned to the Office of the Dean of Instruction. In the current plan, objectives will be assigned to committees, councils, operational units, or individuals depending on the nature of the objective.

- <u>The metrics of other plans need to be integrated into the strategic plan</u>: In addition to the volume of metrics in the previous strategic plan, Norco College also had to report separate metrics on the Equity Plan, Vision for Success, and the Annual ACCJC Report to name a few. In the current plan, every effort has been made to align metrics between plans in order to simplify data reporting and also focus the institution on clear outcomes that indicate institutional effectiveness.

The data and maps within this chapter are a partial summary of a complete scan data available within the Educational Master Plan, and Secondary Location Analysis Report available on the Institutional Research website.

<u>External Scan</u>
Norco College Service Area Population
Per the 2019 RCCD Environmental Scan, the Norco College service area is defined by a unique GIS shape file encompassing the Cities of Norco, Eastvale, Corona, as well as parts of Jurupa Valley and surrounding unincorporated areas.
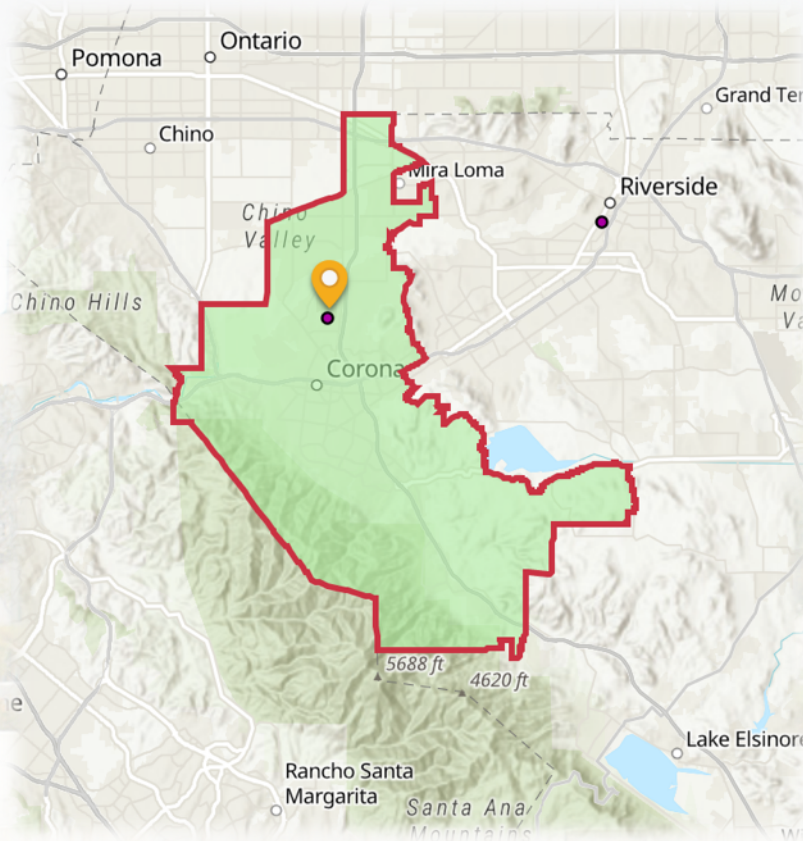
As stated in the Norco College Educational Master Plan on page 23, from 2010 to 2018, Norco College's service area grew by 1.5 percent annually and the U.S. Census Bureau estimates that this growth will continue at 1.3 percent annually through 2022. There is a significant possibility however that these growth rates may be underestimated. In fact, Riverside County reports that approximately 10,700 homes have been approved for development in the Norco College service area with an additional 47,000 homes approved adjacent to the service area in the forthcoming Ontario Ranch development, just nine miles from campus. Thus, with the Census Bureau's estimate of 3.57 persons per home, it is estimated that 205,989 new residents could move to our area if all the municipally approved homes are sold and occupied. If this growth takes place by 2030, the annual growth will approach 6 percent, which could potentially bring 5,000+ more students to Norco College.

The chart below indicates the Riverside County population growth from 1990 through 2024. The population in the region has more than doubled since Norco College was established and the growth continues to outpace the County and RCC/MVC service areas.
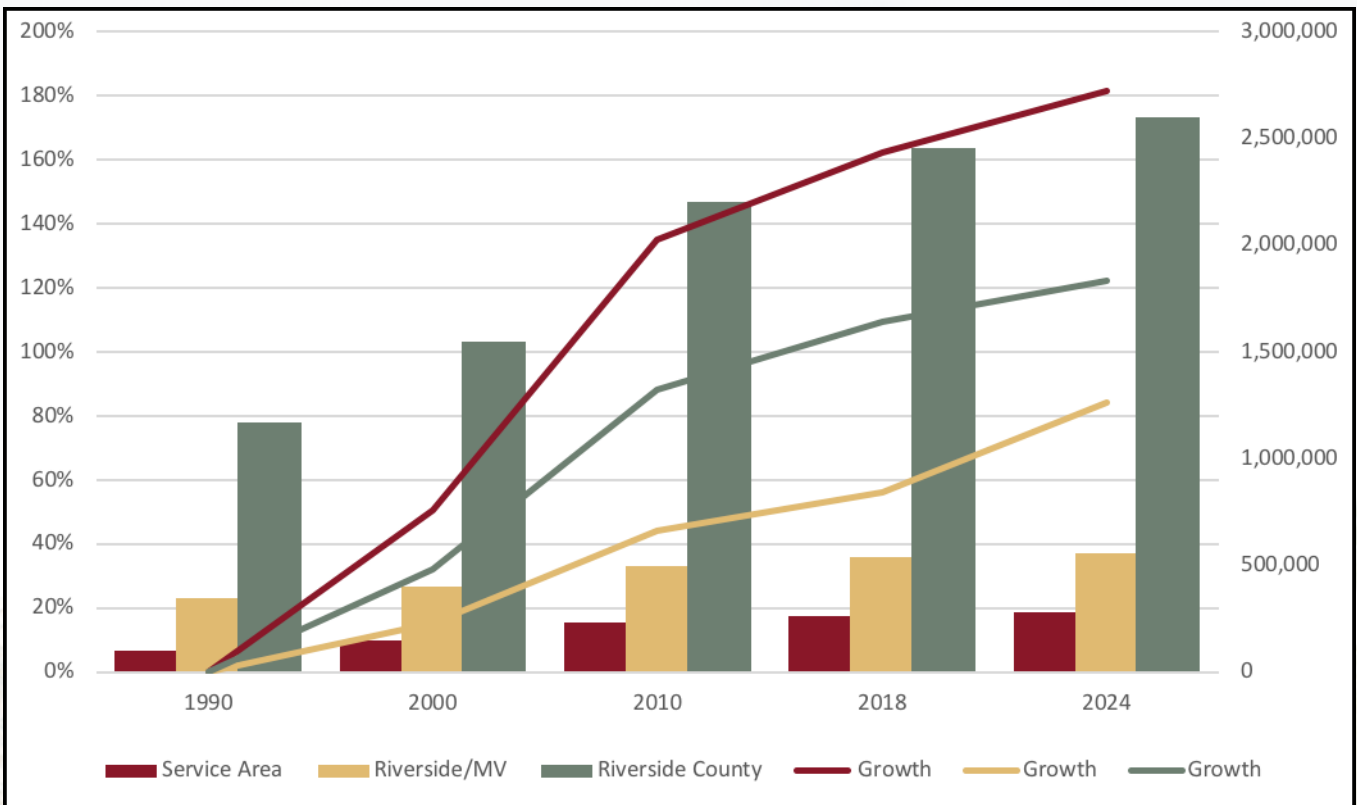
Year	Norco College Service Area Corona/Norco/Eastvale	Growth	Riverside/MV	Growth	Riverside County	Growth
2024	279,148	7.26%	555,779	3.09%	2,597,594	5.99%
2018	260,251	11.65%	539,118	8.42%	2,450,758	11%
2010	233,105	56.32%	497,236	24.95%	2,201,652	42%
2000	149,123	50.26%	397,945	15.24%	1,545,387	32%
1990	99,245		345,325		1,170,413	

Table 1 Base (1990, 2000, 2010) and projected (2018, 2024) Census data for identified cities and/or counties.

Additionally, the economy in Norco College's service area and surrounding areas has been growing with the influx of more people, the growth of surrounding markets and the entrepreneurial activities within the region. While the local economy has not grown to the extent that it can absorb all the commuters who leave for jobs in other markets each day, it has grown to a significant extent and has a number of emerging sectors that show promise.

Norco College Service Area and Student Distribution

The map adjacent shows the distribution of students across the Norco College service area by student home addresses. The black line outlines the Norco College service area and the maroon points represent student addresses. The student addresses are compiled over the past five years (Fall 2013 – Spring 2018). Due to matching limitations, this data represents about a third of all student addresses over this period.

The below chart shows the college service area, the location of the campus, and the surrounding community college district boundaries. The yellow areas indicate the

Legend

- ● Community Colleges (Main Campuses)
- ▭ Community College District Boundaries
- ▭ Official Norco College Service Area
- ▭ Block_Group_SpatialJoin (>= 25)
- ▭ Block_Group_SpatialJoin (>= 5, < 25)
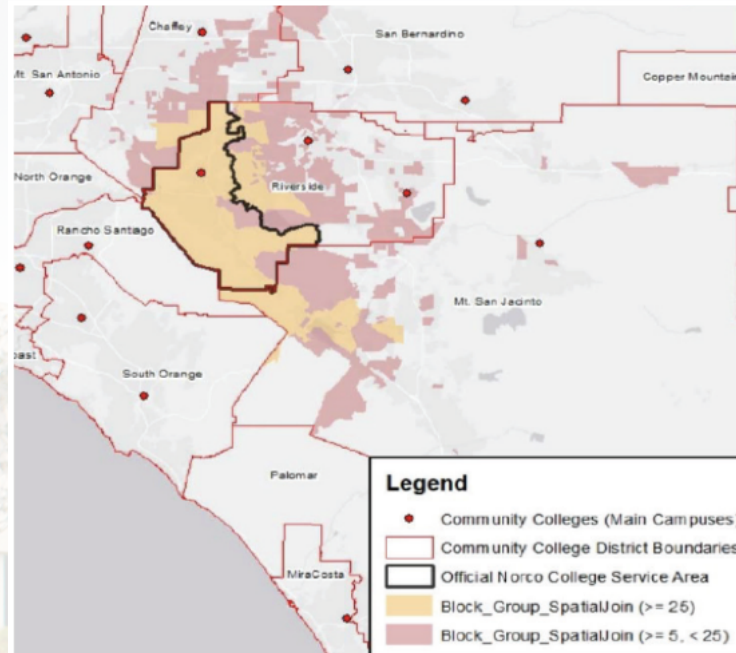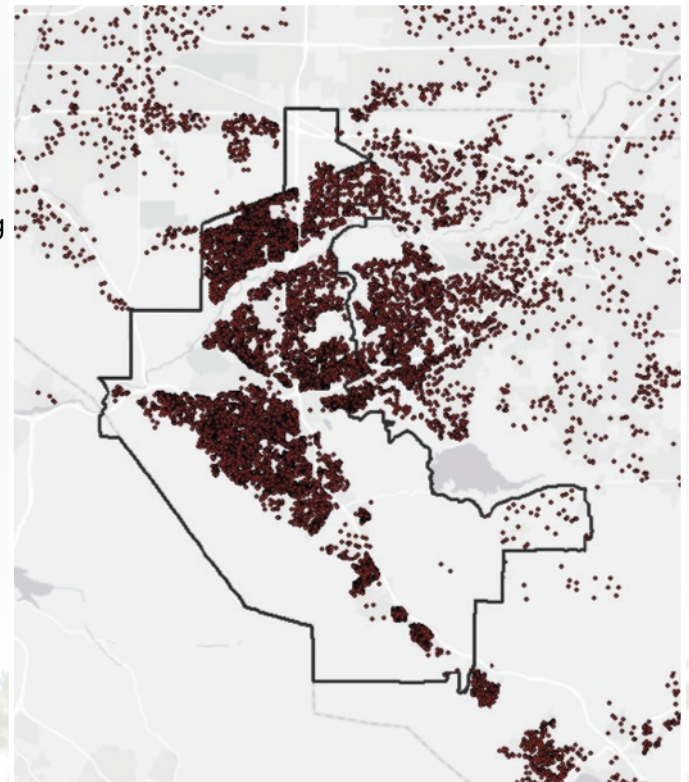
highest concentration of students and the pink areas indicate lower concentrations of students.

Many Norco College students come from residences in zip codes that are central to Corona, Eastvale, Norco, and the western portion of Riverside. These zip codes center around the interchange of the 91 and 15 freeways.

Top 10 Student Zip Codes and Cities *(Unduplicated Headcount)*			
Rank	# of Students	Zip Code	City/Area
1	1,873	92882	Corona
2	1,795	92880	Corona, Eastvale
3	1,431	92879	Corona
4	1,060	92503	Riverside
5	873	92881	Corona
6	840	92505	Riverside
7	831	92860	Norco
8	661	92883	Corona, Temescal Valley
9	634	91752	Mira Loma, Eastvale, Jurupa Valley
10	597	92509	Riverside, Jurupa Valley

Current 2018 Population: Age 15 to 19

- This map is an indicator of residents within the Norco College service area who are near or at the age students traditionally enter college directly from high school.
- The highest concentration of residents between 15 and 19 are in Eastvale, western Riverside, and south Corona.
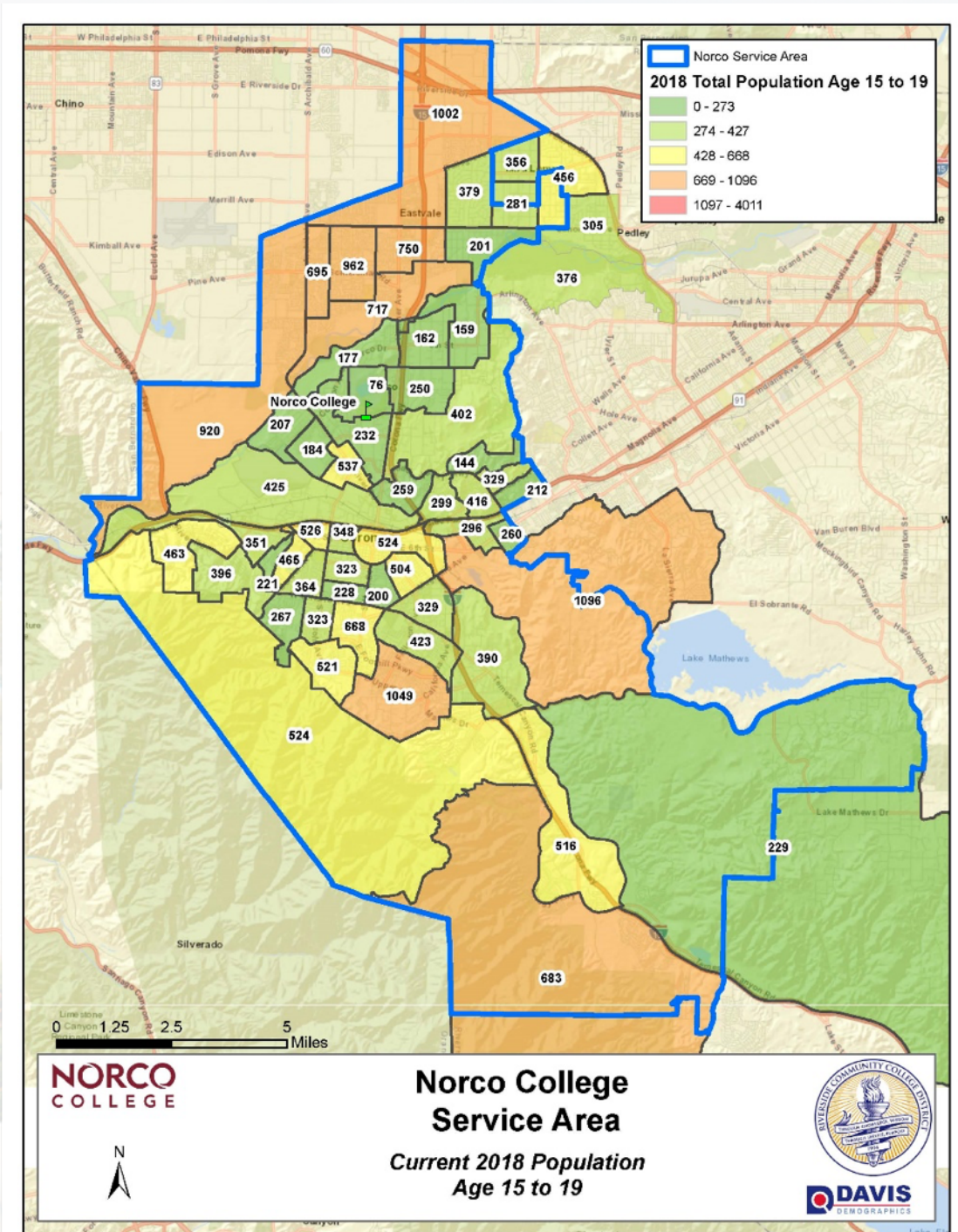
Population: Age 20 to 24

- This map shows residents who are still within traditional college-age, 20-24 years old. This map in combination with the previous map indicates the location of residents who are of traditional-age for college students.
- Locations north and west of the college (Eastvale and Jurupa Valley) as well as south Corona and the Lake Matthews area have the largest concentration of 20- to 24-year old residents. This map indicates that younger and older traditional college-age students are located in the same areas.

Norco College Service Area
Current 2018 Population Age 20 to 24
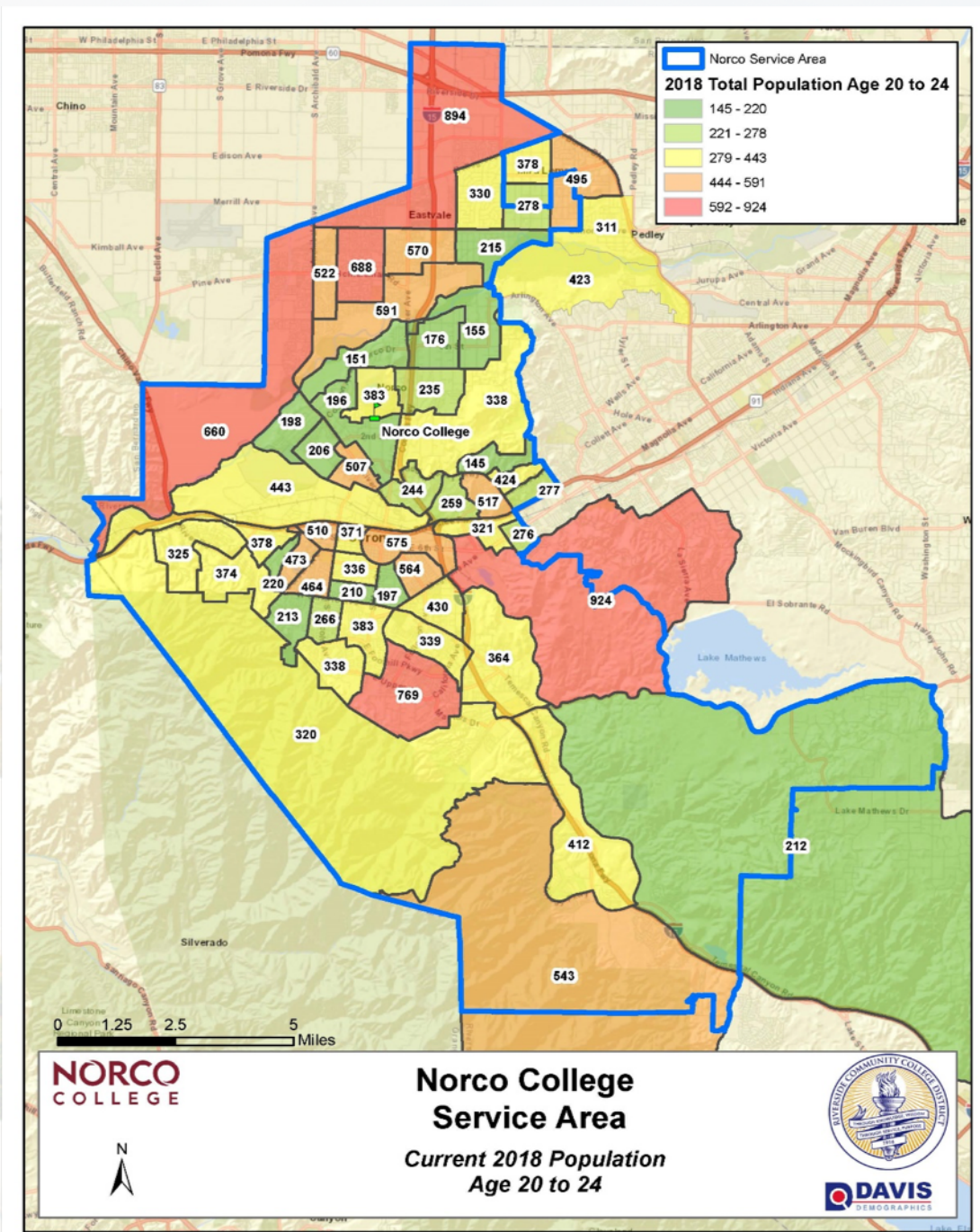
2018 Population Density per Square Mile by Census Tract

- This map shows population density (concentration) by census tract in the service area.
- The highest population density is near the 91 freeway in Corona and La Sierra. There is also a smaller cluster of census tracts in Eastvale with a high population density.

Norco College
Service Area
2018 Population Density
per Square Mile by Census Tract
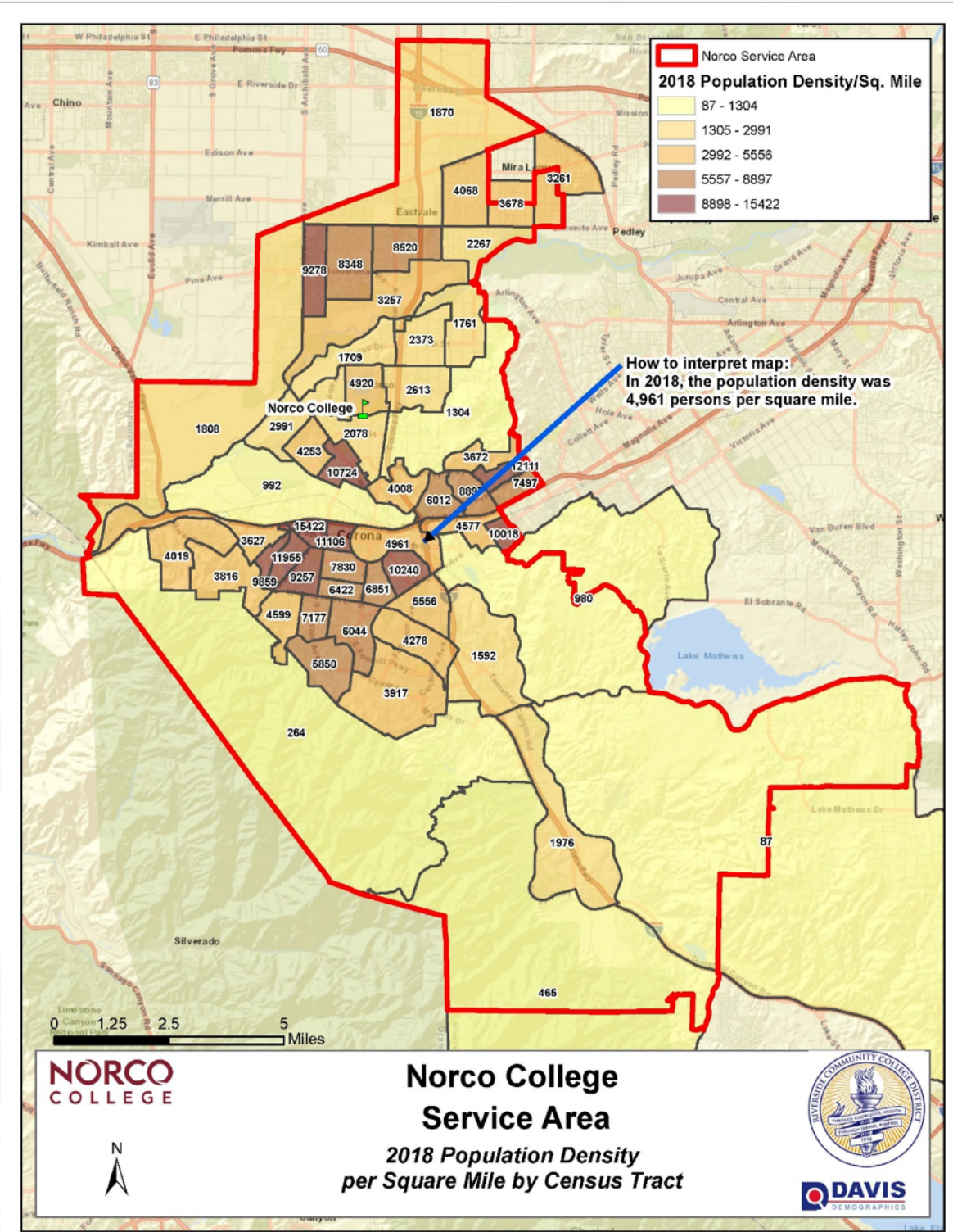
Annual Rate of Population Change from 2018 to 2023

- According to census estimates, Eastvale and Jurupa Valley have the highest annual population growth rate in the Norco College service area, indicating a need for a second location closer to the 15/60 freeway interchange to serve this fast-growing area of the district.
- When comparing the previous map of current population density to projected growth below, it is noteworthy to point out the moderately dense areas of Eastvale are projected to have moderate growth. Also, the South Corona/Temescal Valley areas which have low current densities are projected to have moderate-to-high projected growth.
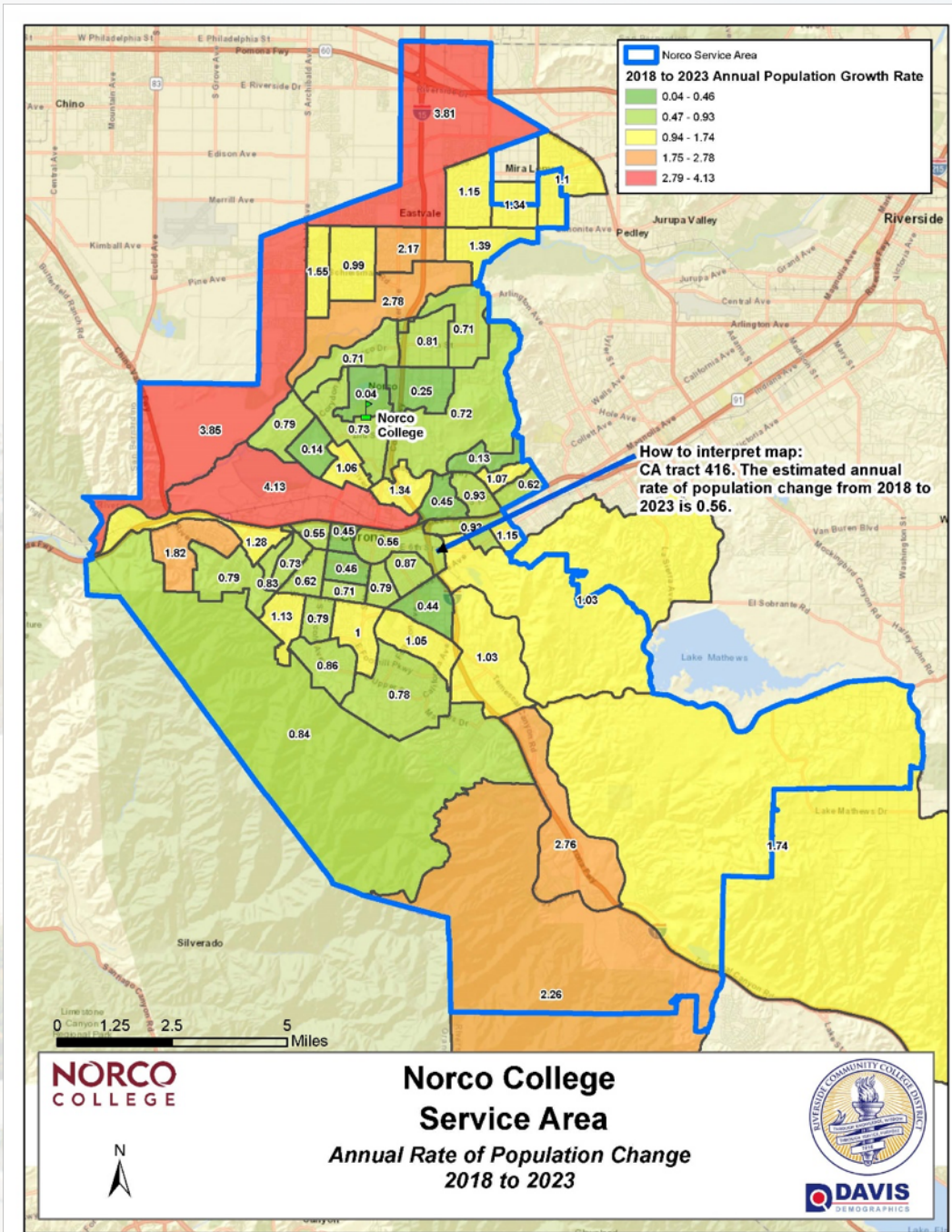
Two- and Four-Year Colleges Near Service Area

- An external environmental scan involves an analysis of competitors in the same industry. This map shows locations of all two- and four-year colleges and universities in the surrounding area.
- The closest two-year colleges to Norco College are Chaffey College-Chino Campus to the northwest, Riverside City College to the east and Santiago Canyon College to the southwest. The closest two-year college to the south is Mt. San Jacinto College, but it is not easily accessible to service area residents due to its location off the 215 freeway. Mt. San Jacinto College is in the process of establishing another satellite location south on the 15 freeway in Temecula. The new location is 40 miles from Norco College and almost 30 miles from Temescal Valley (the southern portion of our service area). South Corona and Temescal Valley residents continue to have access barriers to college, even with the new Mt. San Jacinto College location. Even with nearly 200,000 residents anticipated in the Ontario Ranch development, those residents would have higher access to public education via Chaffey College Chino Campus compared to Temescal Valley and Lake Elsinore residents.
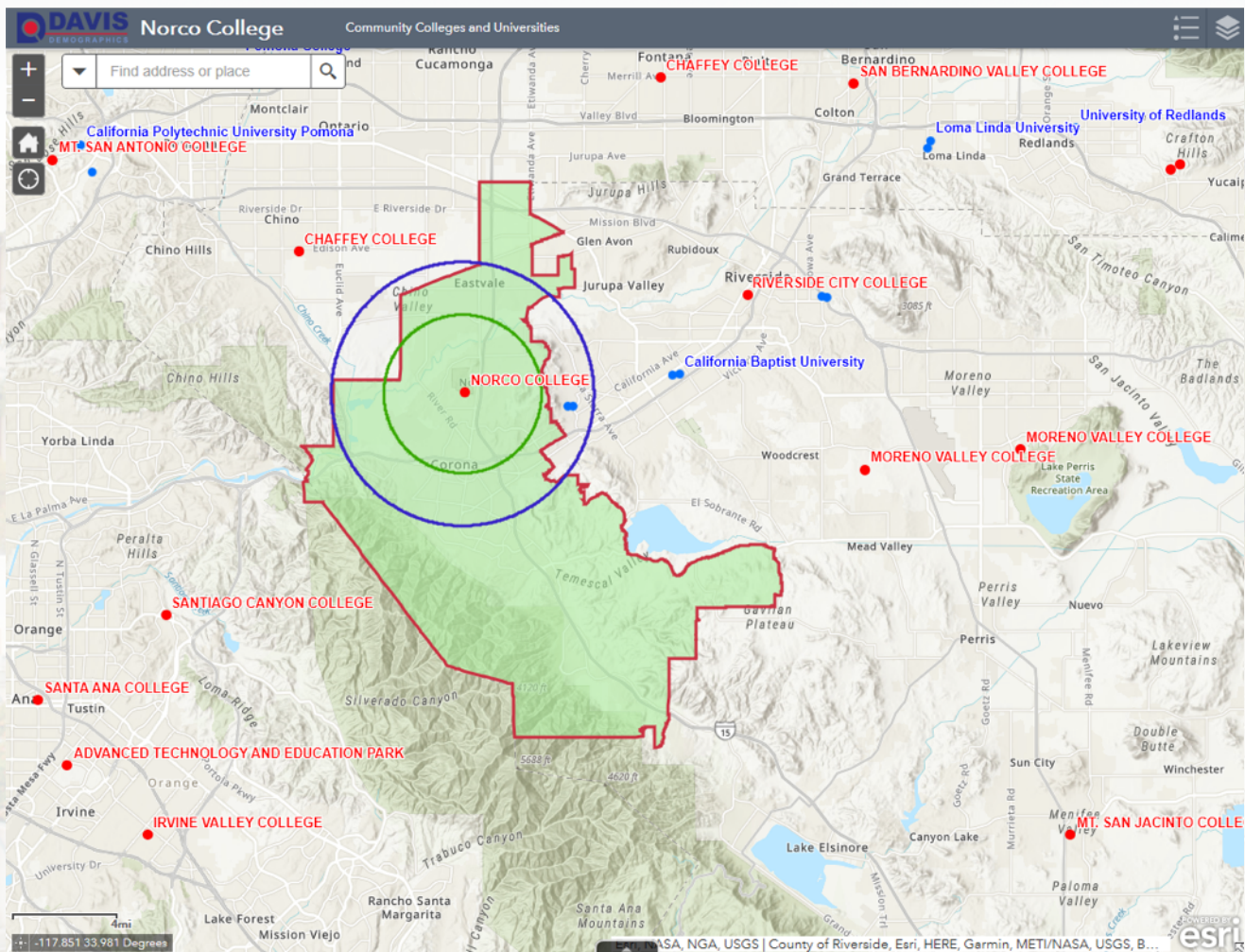
Live map

2018 Average Household Income

- Census tracts with the lowest income (in green) are primarily along the 91 freeway in Corona. Norco College is currently well positioned to serve low-income families in its community.

Norco College Service Area

2018 Average Household Income
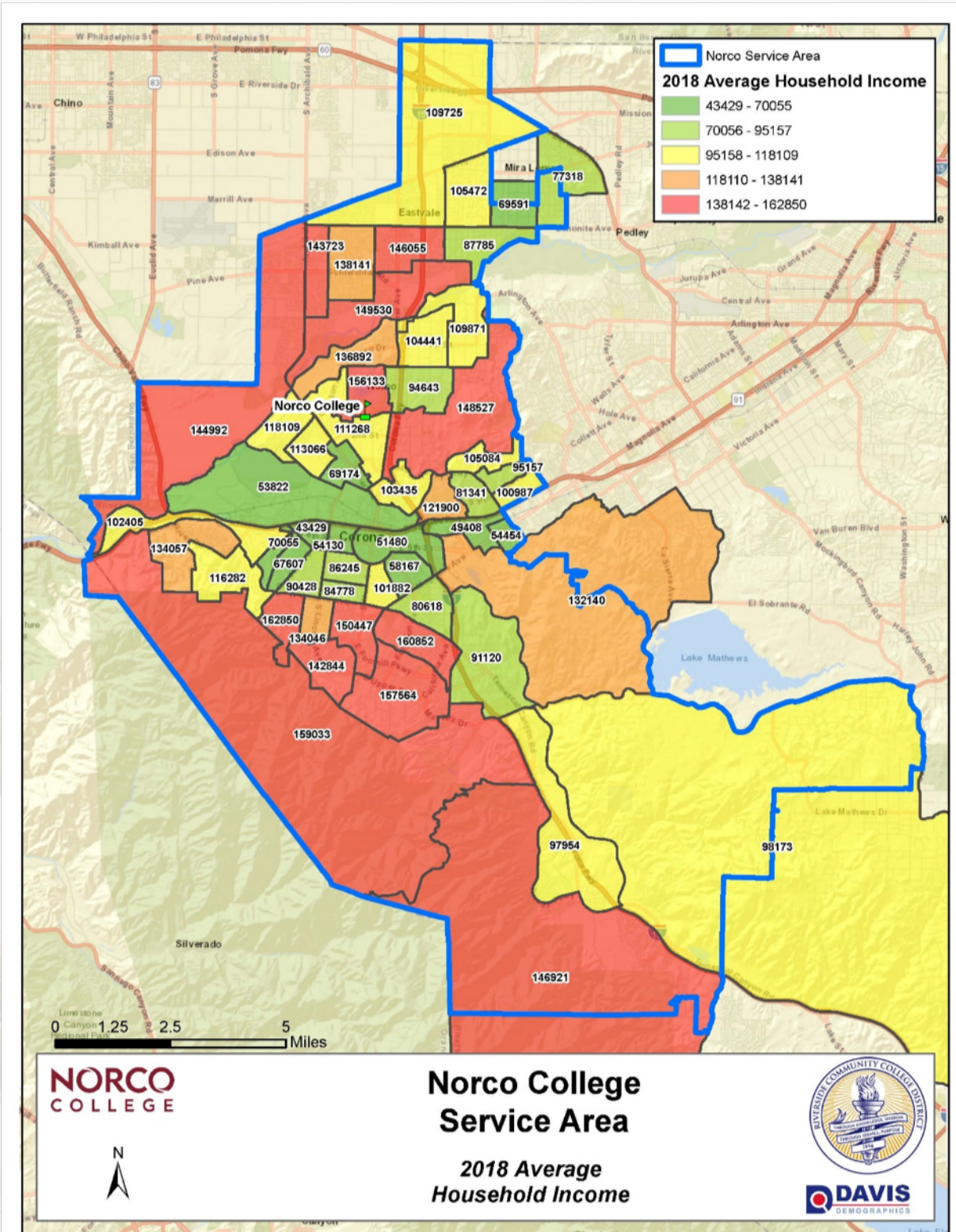
Hispanic Male Hispanic Population Ages 18-44

- A disproportionately impacted population of focus in the Educational Master Plan is Men of Color. Two populations primarily make up this student group: Hispanic and African American males.
- In the map below, high populations of Hispanic males between the ages of 18 and 44 are located in Jurupa Valley along the northern border of the Norco College service area and in Corona directly south of the 91 freeway.

Norco College
Service Area

2018 Average Hispanic Male Population by Census Tract
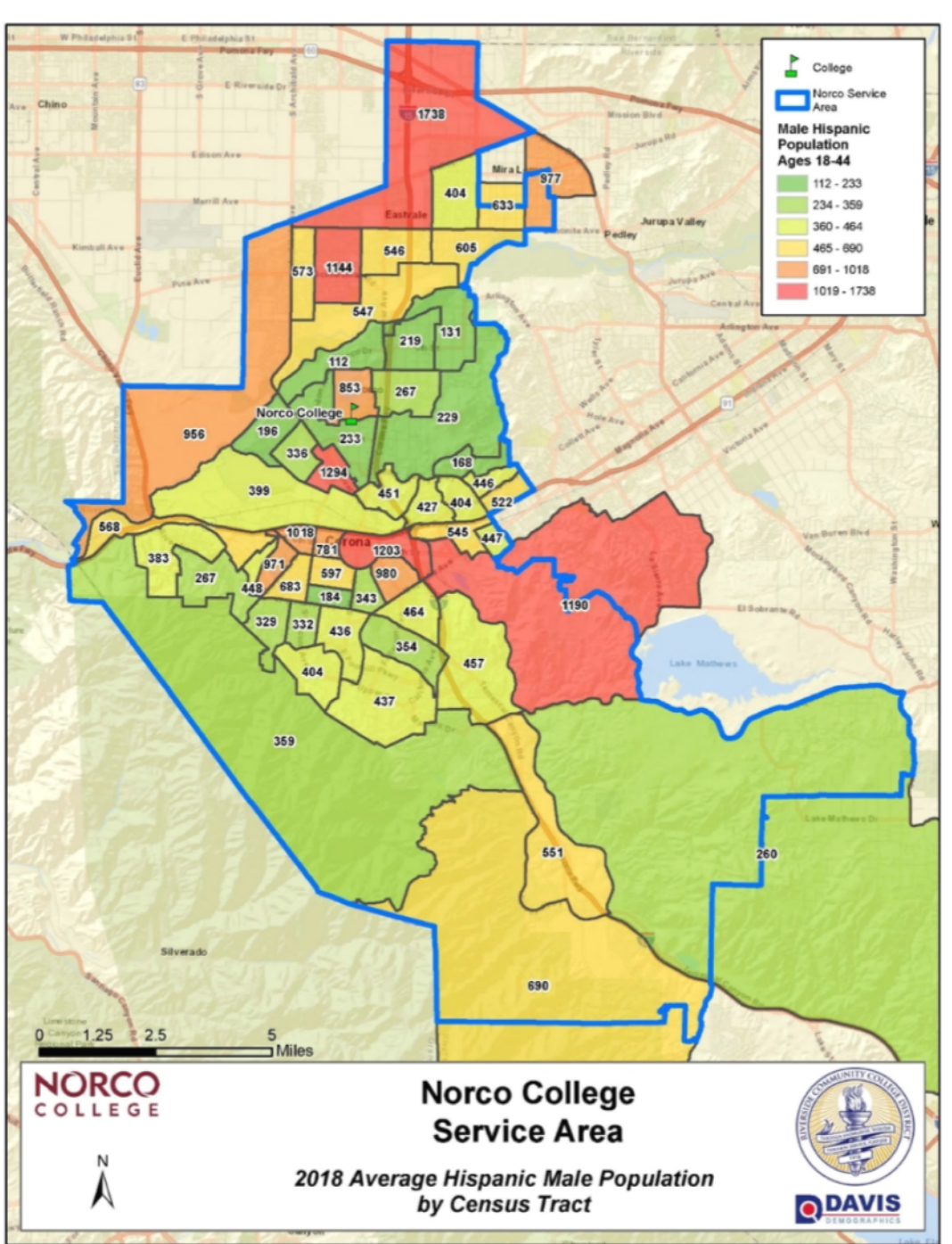
African American/Black Male Population Ages 18-44

    The highest population of African American/ Black males between the ages of 18 and 44 are located in central Norco. We believe this is due to the California Rehabilitation Center located north of the Third Street location. The next highest population is located on the border of Eastvale and Jurupa Valley in the northern part of our service area. South Corona also has multiple census tracts with moderately high populations.

Norco College Service Area

2018 Average African American Male Population by Census Tract
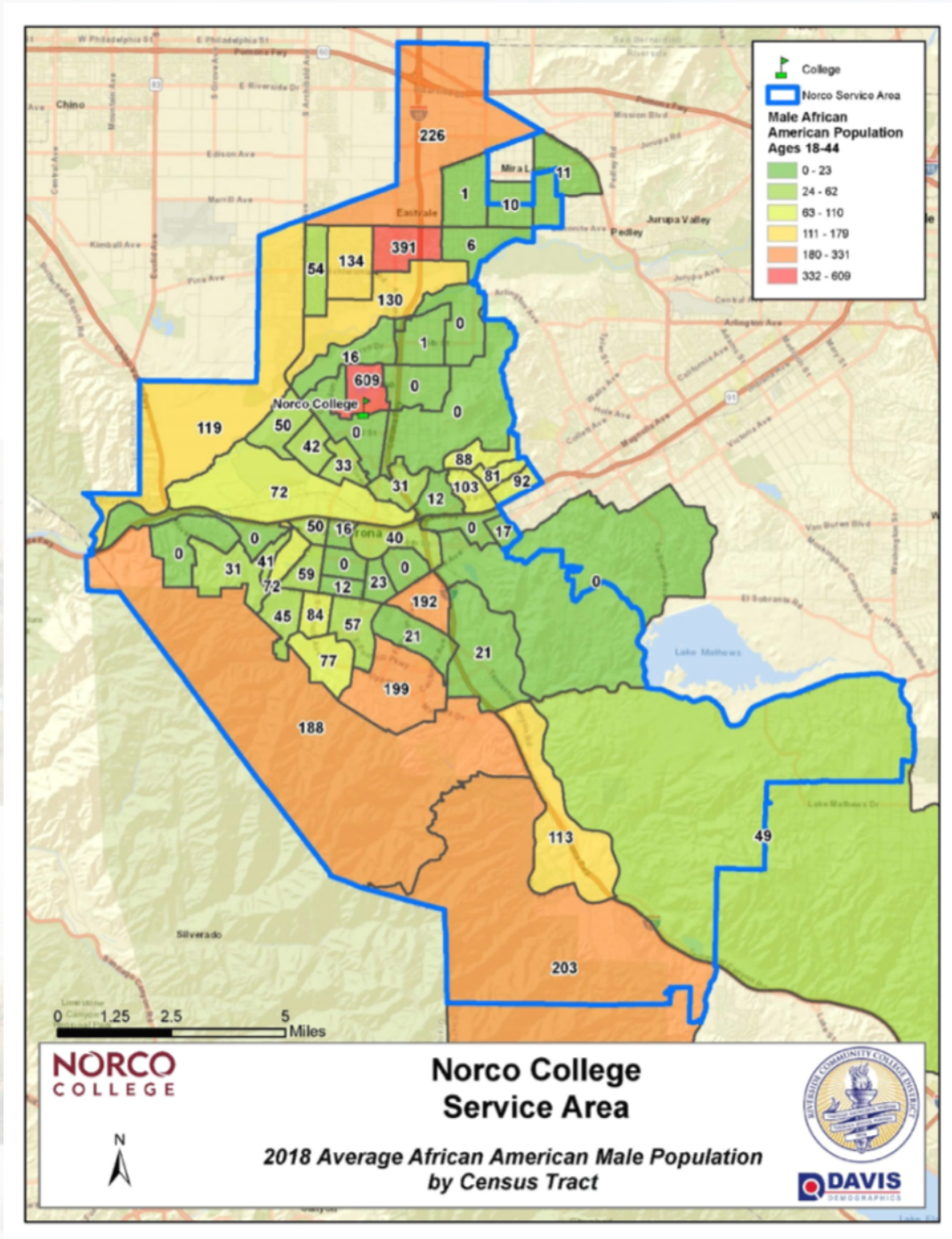
<u>Internal Scan</u>

Student Demographic Data

The following tables compare the most recent year (2019-2020) to a historic year (either 2010-2011 or 2012-2013) to determine how the demography of Norco College has changed over time.

Ethnicity

Compares the percentage of students by ethnicity in 2010-2011 to 2019-2020. The data were pulled from CCCCO Data Mart.

Ethnicity	2010-11	2019-20	Difference
African American	7.2%	6.2%	-1%
Asian	8.8%	7.9%	0.9%
Hispanic	45.3%	57.4%	13.1%
Native American	0.4%	0.3%	-0.1%
Pacific Islander	0.4%	0.4%	0%
White	30.0%	20.6%	-9.4%
Multi-ethnic	2.6%	1.8%	-0.8%
Unknown	5.2%	2.7%	-2.5%

Age

Compares the percentage of students by age in 2010-2011 to 2019-2020. The data were pulled from Data Mart.

Age	2010-11	2019-20	Difference
< 19	33.3%	35.6%	2.3%
20-24	36.5%	33.8%	-2.7%
25-34	18.0%	19.8%	1.8%
35+	12.2%	10.9%	-1.3%

Gender

Compares the percentage of students by gender in 2010-2011 to 2019-2020. The data were pulled from Data Mart.

Gender	2010-11	2019-20	Difference
Female	54.8%	54.4%	-0.4%
Male	44.6%	45.6%	0.9%
Non-Binary		0.1%	N/A
Unknown	0.6%	0.9%	0.3%

Socio-Economic Status

Compares the percentage of students considered low socio-economic status (SES) in 2010-2011 to 2019-2020. Students were deemed low socio-economic status if they received either the Pell Grant or BOG Waiver during the academic year. The data were pulled from MIS.

Low SES	2010-11	2019-20	Difference
Yes	50.1%	52.7%	2.6%
No	49.9%	47.3%	-2.6%

Veteran Student Headcount

This graph compares the headcount of veteran students between fall 2012 to fall 2019. The data were pulled from Data Mart.

Norco College Veteran Student Headcount

Term	Headcount
Fall 2012	163
Fall 2013	159
Fall 2014	159
Fall 2015	212
Fall 2016	276
Fall 2017	395
Fall 2018	484
Fall 2019	545
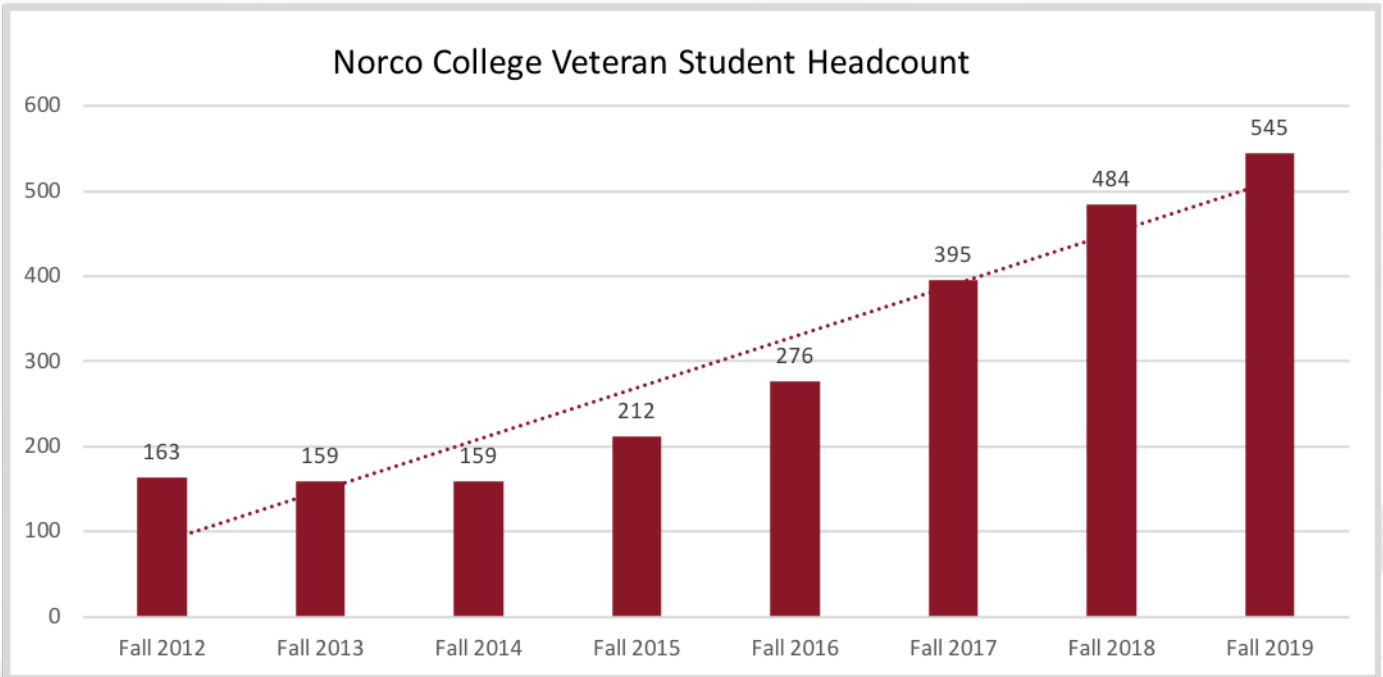
Full-Time versus Part-Time Students

This chart displays the percentage of students in fall 2019 that were full time and part time. Full time is defined as 12-or-more units attempted during the given term, and part time is defined as fewer than 12 units attempted during the given term. These data were pulled from Data Mart.

Full-Time vs. Part-Time Students

- Part-Time: 79.2%
- Full-Time: 20.8%
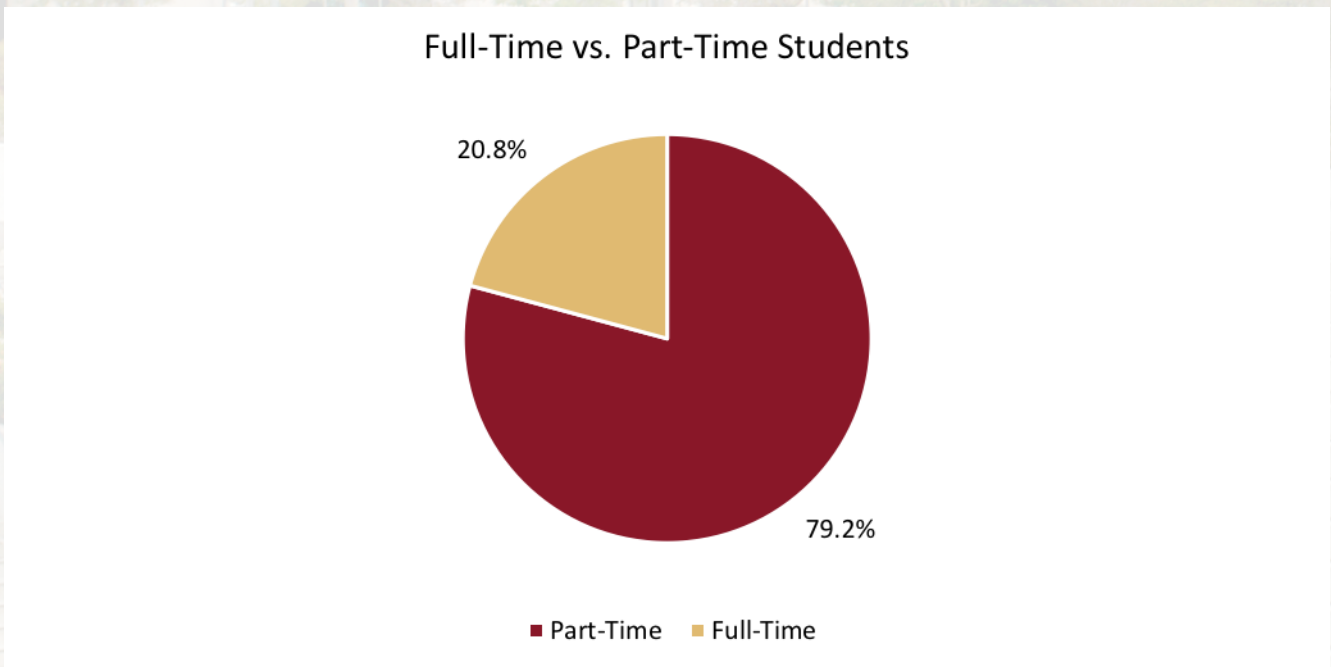
Enrollment Status

This chart displays the percentage of students by their enrollment status in fall 2019. First-time college students are students who are enrolled in the current term and are attending college for the first time anywhere; first-time transfer students are students who are enrolled in the current term and have attended college before but it is the first time they are attending Norco College; returning students are students who are enrolled in the current term and have previously attended Norco College, but have missed at least one major term (fall and/or spring); continuing students are students who are enrolled in the current term and enrolled in the previous term; special admit are students who are enrolled in K-12; unknown students are students who are uncollected, unreported, or unknown. Data were pulled from Data Mart.

Enrollment Status

- First-Time College — 15%
- First-Time Transfer — 5%
- Returning — 13%
- Continuing — 56%
- (11%)
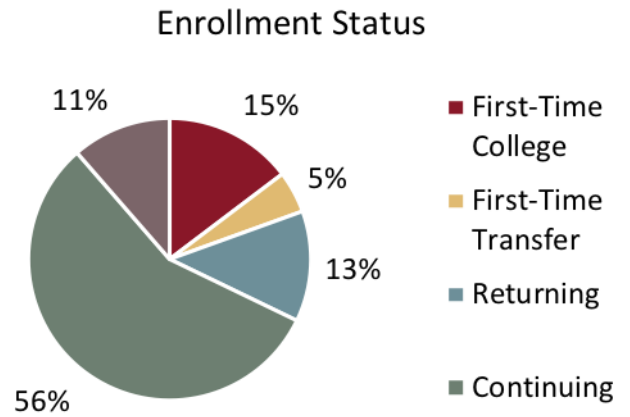
Student Outcomes

Success Rate

Success rates were calculated as the percent of enrollments in the 2019-2020 academic year in which students received a grade of A, B, C, P, IA, IB, IC, or IPP. The three-year mean is 73.7 percent, the institution-set standard (ISS) is 70.3 percent, and the aspirational target is 73.0 percent. The red line represents the ISS, which is the floor set by the college. If the volume dips below the ISS for two successive years, the College will take immediate action to ameliorate this deficit. The methodology involved in setting the ISS is calculating the value of one-half a standard deviation below the five-year mean and is set for the entirety of the strategic plan. The data were pulled from the Chancellor's Office MIS System.

The overall Norco College success rates over the past three academic years are as follows: 2017-2018 (70.7%, n = 52,900), 2018-2019 (71.9%, n = 54,848) and 2019-2020 (72.3%, n= 59,201).

Success Rate by Academic Year

- - - 3-Yr Mean   - - - Target   - - - Institutional-Set Standard

Academic Year	Success Rate
2017-18	70.7%
2018-19	71.9%
2019-20	72.3%
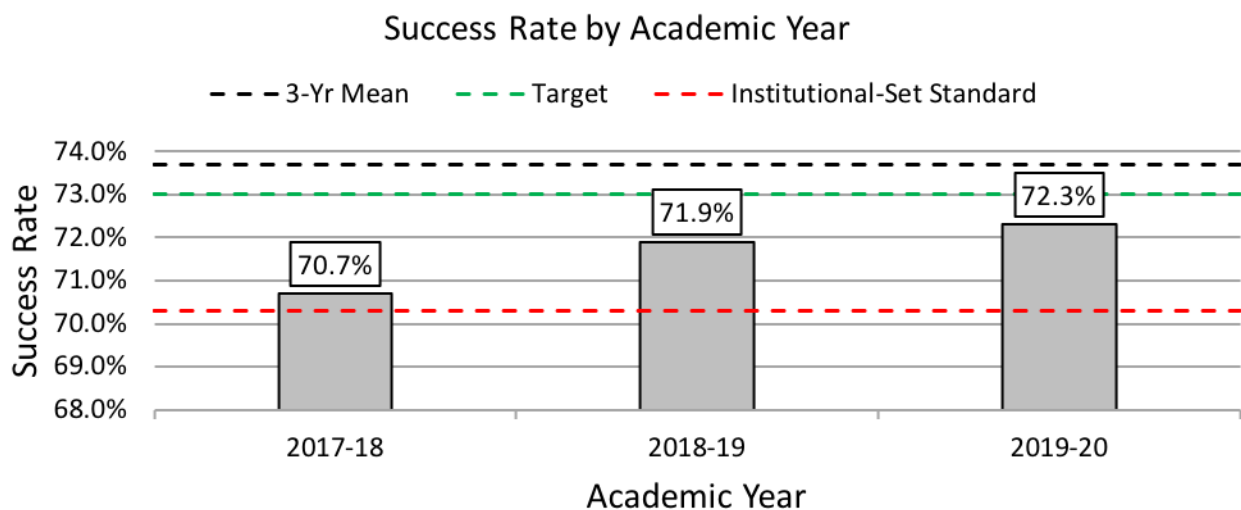
Completion Volume

    The completion volume is the number of degrees and certificates awarded by the Chancellor's Office. The transfer volume is the number of students who successfully transferred and enrolled in a four-year institution during the academic years identified. In order to be included as a transfer student, a student must complete at least 12 units in the district with the majority of their units at Norco College. The data were pulled from the Chancellor's Office MIS System and the National Student Clearinghouse.

Completion chart:

- Degree: 17-18: 1742, 18-19: 1588, 19-20: 1770, ISS: 644
- Certificate: 17-18: 180, 18-19: 263, 19-20: 160, ISS: 139
- Transfer: 17-18: 844, 18-19: 1025, 19-20: 1123, ISS: 646

Legend: 17-18, 18-19, 19-20, ISS
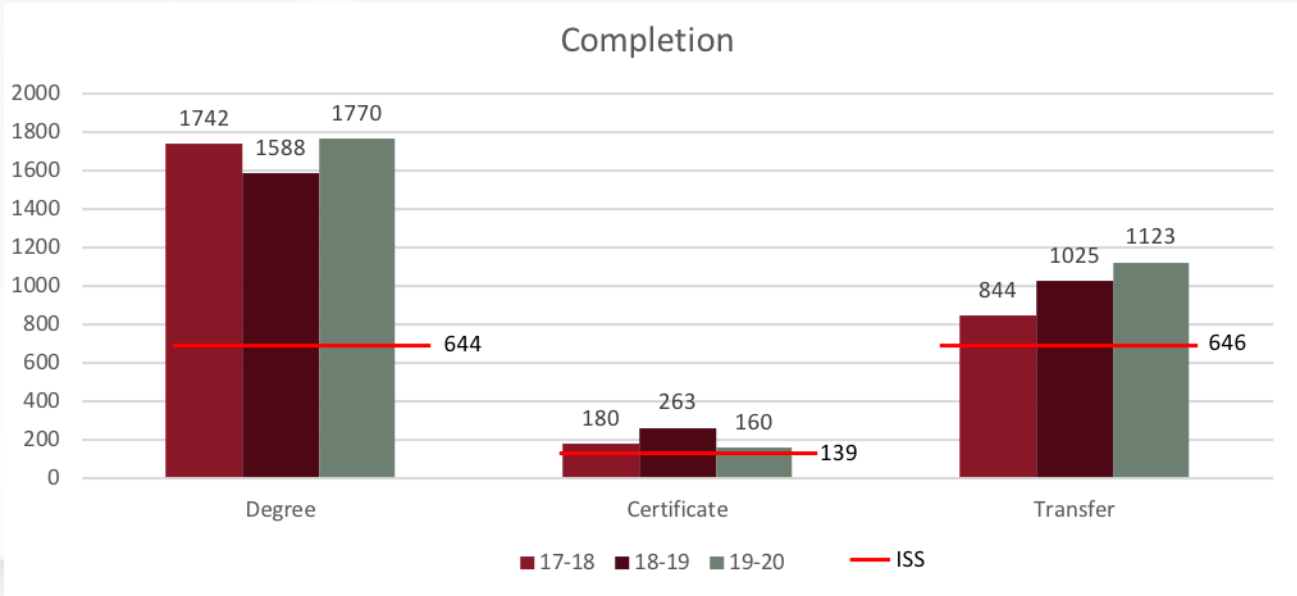
Employment

Employment rates are from the Perkins Indicator Reports from the Chancellor's Office. The aspirational target is the employment performance goal from the Chancellor's Office, which is 71.6 percent. The institution-set standard is 64.4 percent, and the three-year mean is 74.4 percent.
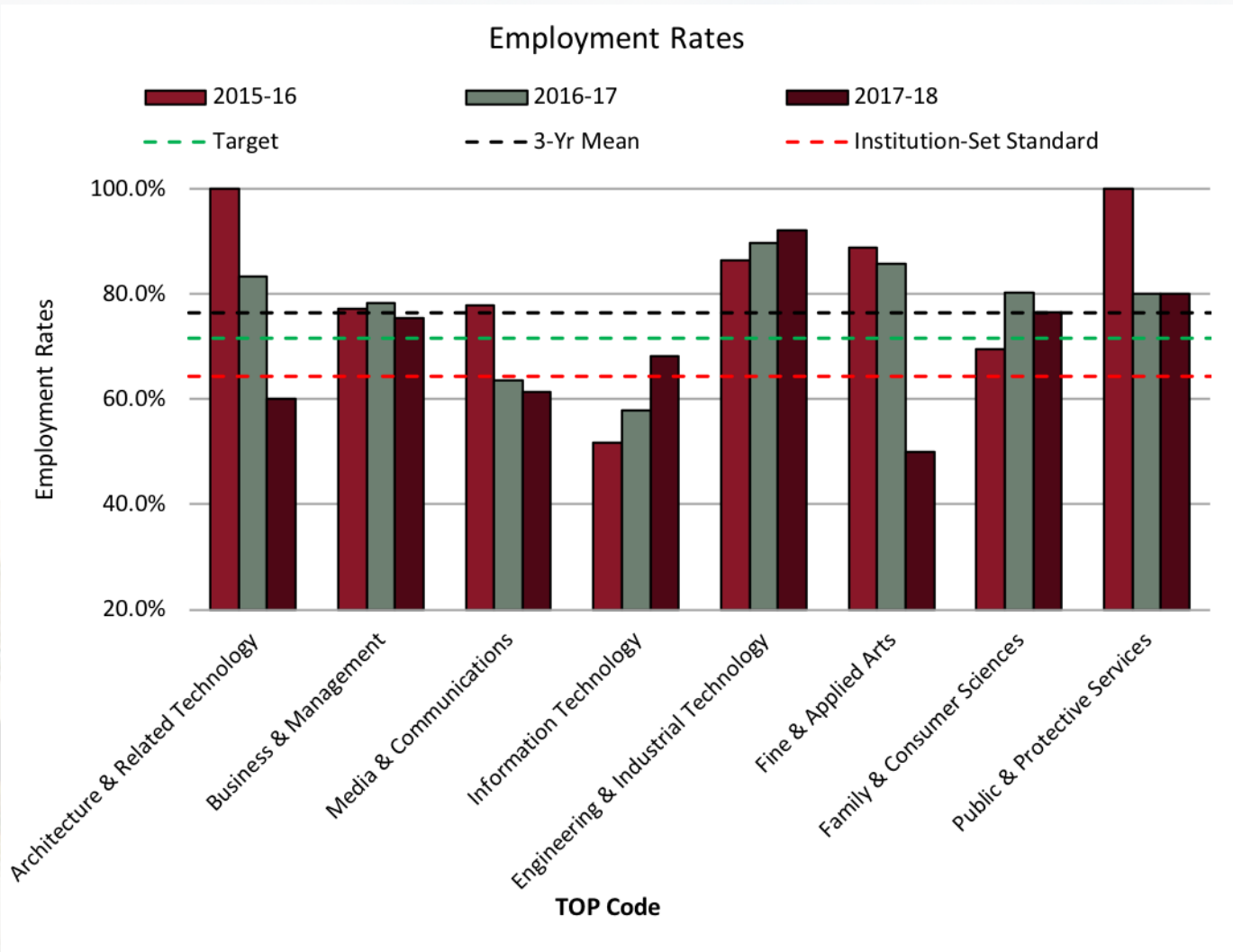
Employment Rates

In the 2017-2018 year, the employment rates disaggregated by TOP code ranked from highest to lowest are as follows: engineering and industrial technology (92.0%, n = 201), public and protective services (80.0%, n = 5), family and consumer sciences (76.6%, n = 94), business and management (75.5%, n = 184), information technology (68.2%, n = 22), media and communications (61.3%, n = 31), architecture and related technology (60.0%, n = 5) and fine and applied arts (50.0%, n = 6). There are decreasing employment rate trends in architecture and related technology, media and communications, fine and applied arts, and public and protective services, while information technology as well as engineering and industrial technology have increasing employment trends.

The strategic planning goals and objectives are the operationalization of the college mission. The following 12 strategic goals (approved Dec 2019 in our Educational Master Plan) attempt to break down the overarching Norco College mission statement into achievable objectives. Any improvement in these objectives would be considered progress toward achieving the college mission. It should be noted that the Goals (e.g. Goal 1: (Access) Expand college access by increasing both headcount and FTES) cover the entire time period of the Educational Master Plan (through 2029-30 academic year), whereas the Objectives (e.g. Objective 1.1: Go from 7,366 to 8,759 total FTES) are only for the period of the current strategic plan (through 2024-25 academic year).

<u>Strategic Direction 1: Student Transformation</u>
2030 Goal 1: (Access) Expand college access by increasing both headcount and FTES.

2025 Objective 1.1	Go from 7,366 to 8,759 total FTES
2025 Objective 1.2	Go from 14,624 headcount to 16,581 total headcount
2025 Objective 1.3	Expand enrollment with strategic groups (Dual Enrollment, International, Online, California Rehabilitation Center, Veterans, etc.)
2025 Objective 1.4	Increase capture rates from feeder high schools by 4% annually.

2030 Goal 2: (Success) Implement Guided Pathways framework.

2025 Objective 2.1	Increase number of degrees completed by 15% annually
2025 Objective 2.2	Increase number of certificates completely by 15% annually
2025 Objective 2.3	Decrease AA degree unit accumulation from 88 to 74 total units on average
2025 Objective 2.4	Increase number of transfers 15% annually
2025 Objective 2.5	Increase the number of first-time, full-time enrolled students from 508 to 900
2025 Objective 2.6	Increase percent of students who receive financial aid from 73% to 81%
2025 Objective 2.7	Increase number of students who complete transfer level math and English by 20% per year

2030 Goal 3: (Equity) Close all student equity gaps.

2025 Objective 3.1	Reduce the equity gap for African American students by 40%.
2025 Objective 3.2	Reduce the equity gap for Latinx students by 40%.
2025 Objective 3.3	Reduce the equity gap for Men of Color by 40%.
2025 Objective 3.4	Reduce the equity gap for LGBTQ+ students by 40%.
2025 Objective 3.5	Reduce the equity gap for Foster Youth students by 40%.

2030 Goal 4: (Professional Development) Implement Professional Development around Guided Pathways and equity framework; foster a culture of ongoing improvement.

2025 Objective 4.1	Increase percentage of employees who complete Guided Path- ways training from 5% to 65% (305 out of 472 employees)
2025 Objective 4.2	Increase percentage of employees who complete Racial Micro aggressions certificate from 1% to 60% (285 out of 472 employees)
2025 Objective 4.3	Increase percentage of faculty who complete Teaching Men of Color in the Community College certificate from 3% to 40% (125 out of 315 faculty)

Strategic Direction 2: Regional Transformation

2030 Goal 5: (Workforce and Economic Development) Reduce working poverty and the skills gap

2025 Objective 5.1	Increase the median annual earnings of all students
2025 Objective 5.2	Increase percent of CTE students employed in their field of study by 3% annually
2025 Objective 5.3	Increase percent of all students who attain a livable wage by 5% annually
2025 Objective 5.4	Establish the Center for Workforce Innovation to create and expand apprenticeships & work-based learning opportunities

2030 Goal 6: (Community Partnerships) Pursue, develop, & sustain collaborative partnerships

2025 Objective 6.1	Establish and expand relationships with regional educational institutions
2025 Objective 6.2	Contribute to regional economic and workforce development by creating and expanding relationships with business and civic organizations
2025 Objective 6.3	Expand partnerships with regional veterans' services and support organizations
2025 Objective 6.4	Work toward reducing recidivism through incarcerated student education
2025 Objective 6.5	Position the college's image and reputation as a leading academic institution in the region
2025 Objective 6.6	Develop regional outreach and recruitment systems
2025 Objective 6.7	Help establish a distinct regional identity, organization, and communication amongst our local communities
2025 Objective 6.8	Stimulate regional arts development

Strategic Direction 3: College Transformation

2030 Goal 7: (Programs) Become the regional college of choice by offering a comprehensive range of programs that prepare students for the future and meet employer workforce needs.

2025 Objective 7.1	Develop comprehensive breadth of academic programs
2025 Objective 7.2	Develop Career & Technical Education programs and industry credentials related to regional needs
2025 Objective 7.3	Develop and implement plan for noncredit and noncredit- enhanced programming
2025 Objective 7.4	Develop and implement plan for expanded athletics offerings
2025 Objective 7.5	Add capacity to existing disciplines with a demonstrated need.
2025 Objective 7.6	Build and support student services to foster student engagement, wellness, and success in the classroom and outside the classroom.
2025 Objective 7.7	Build and support academic support services to improve student success

2030 Goal 8: (Effectiveness, Planning, and Governance) *Develop institutional effectiveness and integrated planning systems and governance structures to support ongoing development and continuous improvement as we become a comprehensive college.*

2025 Objective 8.1	Make program, student, and effectiveness (including assessment) data available, usable, and clear so critical data is visible in real time.
2025 Objective 8.2	Develop integrated planning processes that include all planning, accreditation self-study, resource allocation, and alignment with district and statewide plans based on the college mission and plans.
2025 Objective 8.3	Revise governance process - formalize all unwritten governance processes for more effective implementation of the Educational Master Plan.
2025 Objective 8.4	Develop, evaluate, and monitor our governance, decision- making, and resource allocation processes on the basis of the college mission and plans.
2025 Objective 8.5	Continue to monitor and adjust the college's organizational chart for effective implementation of the Educational Master Plan

2030 Goal 9: (Workplace/Employees) *Expand workforce to support comprehensive college and develop/sustain excellent workplace culture*

2025 Objective 9.1	Plan and advocate for the funding augmentations needed to meet staff requirements to achieve the vision for a more comprehensive college.
2025 Objective 9.2	Develop systems and provide resources to preserve and foster a positive workplace culture for all constituent groups including full-time faculty, part-time faculty, classified professionals, student workers, and managers.
2025 Objective 9.3	Develop culture that recognizes/thanks employees on regular basis and celebrates college's successes
2025 Objective 9.4	Develop strategy to maximize the number of classified, faculty and managers involved in college governance without compromising mission-critical work
2025 Objective 9.5	Develop strategy to maximize student-faculty time; Resist pulling faculty from students to do administrative work; Evaluate release time
2025 Objective 9.6	Develop strategy and work collaboratively with the district to increase the proportion of full-time faculty toward the 75/25 ratio.

2030 Goal 10: (Facilities) Build a comprehensive and inspiring campus integrated into the region that serves as a destination for education, commerce, life, and the arts.

2025 Objective 10.1	Plan and advocate for the funding needed to meet facilities growth to achieve the vision for a more comprehensive college
2025 Objective 10.2	Develop and maintain Facilities Master Plan
2025 Objective 10.3	Build out funded projects
2025 Objective 10.4	Finish Veterans Resource Center Phase 1 by Spring 2021
2025 Objective 10.5	By Fall 2020, open Early Childhood Education Center
2025 Objective 10.6	Develop plans and strategies to capitalize on state facilities funding to maximize local project funding availability.
2025 Objective 10.7	Build 2nd access road
2025 Objective 10.8	Explore and pursue land acquisition adjacent to college property
2025 Objective 10.9	Develop and start implementing sustainable campus
2025 Objective 10.10	Design spaces that intentionally build community
2025 Objective 10.11	Install immediate/temporary facilities to address current capacity needs by summer 2021.
2025 Objective 10.12	Enhance transportation infrastructure
2025 Objective 10.13	Develop and implement plans for off-campus facilities for instructional purposes

2030 Goal 11: (Operations) Implement professional, intuitive, and technology enhanced systems

2025 Objective 11.1	Design intuitive and simple student onboarding system
2025 Objective 11.2	Implement intuitive and technology-enhanced CRM (e.g., Salesforce) systems for the entire student life cycle ("from recruitment to alumni")

2030 Goal 12: (Resources) Develop innovative and diversified resources to build and sustain a comprehensive college and achieve our visionary goals.

2025 Objective 12.1	Plan and advocate for the general fund budget augmentations needed to meet operational demands to achieve the vision for a more comprehensive college.
2025 Objective 12.2	Coordinate with RCCD to establish a BAM that allocates funding equitably
2025 Objective 12.3	Support General Obligation bond campaign and implementation
2025 Objective 12.4	Develop 30% of overall budget from non-general fund revenue sources

State Goal Alignment

At present, the state plans that require reporting and compliance from Norco College are the Vision for Success and the Equity Plan. One of the requirements for being a recipient of the new funding formula is that all CCCs align their local goals with the state's mission as embodied in the Vision for Success Goals. As shown on the following chart, eight-out-of-12 EMP goals align with the Vision for Success Goals. For additional details, please see chapter 5. The Equity Plan goals and activities align with three EMP goals and the Integrated Plan aligns with five EMP goals. These represent strong local alignment with state initiatives and plans.

RCCD Goal Alignment

See Chapter 5 for RCCD goal alignment and the Appendix for the alignment between specific college entities and district entities.

College Plan Alignment

One of the foundations of institutional effectiveness is integrated planning, which involves aligning the college's goals, objectives, and activities with the plans at the state, district, and local levels. The chart below shows the integration of Norco College's 12 Educational Master Plan goals with all the other plans that are currently in effect.

		Technology Plan	District Strategic Plan	Professional	Guided Pathways Plan	Facilities Master Plan	Equity Plan	Vision For Success- Goal 1	Vision For Success- Goal 2	Vision For Success- Goal 3	Vision For Success- Goal 4	Vision For Success- Goal 5
1	Access: Expand college access by doubling current headcount and full-time equivalent students (FTES).	1	1		1		1					
2	Success: Implement Guided Pathways framework		2	2	2		2	2	2	2		2
3	Equity: Close all student equity gaps.		3	3	3		3					3
4	Professional Development: Implement PD around GP and equity framework; foster a culture of ongoing improvement.			4	4		4					4
5	Workforce and Economic Development: Reduce working poverty and the skills gap		5	5							5	
6	Community Partnerships: Pursue, develop, & sustain collaborative partnerships		6				6					
7	Programs: Become the regional college of choice by offering a comprehensive range of programs that prepare students for the future and meet employer workforce needs.		7				7	7	7	7	7	7
8	Effectiveness, Planning, and Governance: Develop institutional effectiveness and integrated planning systems and governance structures to support ongoing development and continuous improvement as we become a comprehensive college.		8	8	8							8
9	Workplace/Employees: Expand workforce to support comprehensive college and develop/sustain excellent workplace culture			9								
10	Facilities: Build a comprehensive and inspiring campus integrated into the region that serves as a destination for education, commerce, life, and the arts.					10						
11	Operations: Implement professional, intuitive, and technology-enhanced systems	11	11		11							
12	Resources: Develop innovative and diversified resources to build and sustain a comprehensive college and achieve its visionary goals.		12			12						

Educational Master Plan Objective Alignment

The following table indicates the Norco College EMP goals and objectives aligned with: Guided Pathways Goals/Pillars, the associated KPI for each EMP objective, the Aligned RCCD Strategic Planning Goal for each EMP objective, the aligned CCCCO Vision for Success goal for each EMP objective, and the aligned ACCJC Standard for each EMP objective

Goal	Objective	Description	Guided Pathways Goal	Associated KPIs	Aligned RCCD Strategic Planning Goal	Aligned Vision for Success Goal	Associated ACCJC Standard
Goal 1 (Access) Expand college access by increasing both headcount and FTES.							
	Obj. 1.1 (KPI 1)	Go from 7,366 to 8,759 total FTES	Pillar I, II	1	1.1	1, 2	IIA, IIC, IV
	Obj. 1.2 (KPI 2)	Go from 14,624 headcount to 16,581 total headcount	Pillar III	2	1.1	1, 2	IC, IIC
	Obj. 1.3	Expand enrollment with strategic groups (Dual Enrollment, International, Online, California Rehabilitation Center, Veterans, etc.)	Pillar I, II, III	1, 2	1.2	1, 2	IIC
	Obj. 1.4 (KPI 3)	Increase capture rates from feeder high schools by 4% annually.	Pillar I, II	3	1.3	1, 2	I.A,B,; IIC; IV
Goal 2 (Success) Implement Guided Pathways framework.							
	Obj. 2.1 (KPI 4)	Increase number of degrees completed by 15% annually	Pillar I, III, IV	4	2.1	1	IIA
	Obj. 2.2 (KPI 5)	Increase number of certificates completely by 15% annually	Pillar I, III, IV	5	2.2	1	IA, B, D; IV
	Obj. 2.3	Decrease AA degree unit accumulation from 88 to 74 total units on average	Pillar III	4	2.7	3	IIA; IIIA; IV
	Obj. 2.4 (KPI 6)	Increase number of transfers 15% annually	Pillar I, II, III	6	2.3	2	IIC, IIIA
	Obj. 2.5 (KPI 7)	Increase the number of first-time, full-time enrolled students from 508 to 900	Pillar I, II	7	2.8	1, 2	IC, IIC
	Obj. 2.6	Increase percent of students who receive financial aid from 73% to 81%	Pillar II	4, 5, 6	1.4		IIIA
	Obj. 2.7	Increase number of students who complete transfer level math and English by 20% per year	Pillar I, II, IV	4, 6	2.9	1, 2	IIA
Goal 3 (Equity) Close all student equity gaps.							
	Obj. 3.1 (KPI 8)	Reduce the equity gap for African American students by 40%.	Pillar III, IV	8	3.1	5	IB6
	Obj. 3.2 (KPI 9)	Reduce the equity gap for LatinX students by 40%.	Pillar III, IV	9	3.1	5	IB6

Goal	Objective	Description	Guided Pathways Goal	Associated KPIs	Aligned RCCD Strategic Planning Goal	Aligned Vision for Success Goal	Associated ACCJC Standard
	Obj. 3.3 (KPI 10)	Reduce the equity gap for Men of Color by 40%.	Pillar III, IV	10	3.1	5	IB6
	Obj. 3.4 (KPI 11)	Reduce the equity gap for LGBTQ+ students by 40%.	Pillar III, IV	11	3.1	5	IB6
	Obj. 3.5 (KPI 12)	Reduce the equity gap for Foster Youth students by 40%.	Pillar III, IV	12	3.1	5	IB6
Goal 4 (Professional Development) Implement Professional Development around Guided Path- ways and equity framework; foster a culture of ongoing improvement.							
	Obj. 4.1	Increase percentage of employees who complete Guided Pathways training from 5% to 65% (305 out of 472 employees)	Pillar IV	8-12	3.1	5	IIIA5a/14
	Obj. 4.2	Increase percentage of employees who complete Racial Micro aggressions certificate from 1% to 60% (285 out of 472 employees)	Pillar IV	8-12	3.1	5	IIIA5a/14
	Obj. 4.3	Increase percentage of faculty who complete Teaching Men of Color in the Community College certificate from 3% to 40% (125 out of 315 faculty)	Pillar IV	8-12	3.1	5	IIIA5a/14
Goal 5 (Workforce and Economic Development) Reduce working poverty and the skills gap.							
	Obj. 5.1 (KPI 13)	Increase the median annual earnings of all students		13	2.5	4	IB3
	Obj. 5.2 (KPI 14)	Increase percent of CTE students employed in their field of study by 3% annually		14	2.4	4	IB3
	Obj. 5.3 (KPI 15)	Increase percent of all students who attain a livable wage by 5% annually		15	2.5	4	IB3
	Obj. 5.4	Establish the Center for Workforce Innovation to create and expand apprenticeships & work-based learning opportunities		13-15	6.2		IB3
Goal 6 (Community Partnerships) Pursue, develop, & sustain collaborative partnerships.							
	Obj. 6.1	Establish and expand relationships with regional educational institutions	Pillar III		6.1	6	IA3
	Obj. 6.2	Contribute to regional economic and workforce development by creating and expanding relationships with business and civic organizations	Pillar II, III		6.2	4	IA3
	Obj. 6.3	Expand partnerships with regional veterans' services and support organizations	Pillar III		6.2		IA3

Goal	Objective	Description	Guided Pathways Goal	Associated KPIs	Aligned RCCD Strategic Planning Goal	Aligned Vision for Success Goal	Associated ACCJC Standard
	Obj. 6.4	Work toward reducing recidivism through incarcerated student education	Pillar III		6.2	6	IA3
	Obj. 6.5	Position the college's image and reputation as a leading academic institution in the region					IA3
	Obj. 6.6	Develop regional outreach and recruitment systems	Pillar I, II			6	IA3
	Obj. 6.7	Help establish a distinct regional identity, organization, and communication amongst our local communities					IA3
	Obj. 6.8	Stimulate regional arts development	Pillar I, III				IA3
Goal 7 (Programs) Become the regional college of choice by offering a comprehensive range of programs that prepare students for the future and meet employer workforce needs.							
	Obj. 7.1	Develop comprehensive breadth of academic programs	Pillar I	4, 6		1, 2	IIA2
	Obj. 7.2	Develop Career & Technical Education programs and industry credentials related to regional needs	Pillar I	5		4	IIA2
	Obj. 7.3	Develop and implement plan for noncredit and noncredit-enhanced programming	Pillar I	1, 2			IIA2
	Obj. 7.4	Develop and implement plan for expanded athletics offerings	Pillar III				IIB3c
	Obj. 7.5	Add capacity to existing disciplines with a demonstrated need.	Pillar III				IIA1c
	Obj. 7.6	Build and support student services to foster student engagement, wellness, and success in the classroom and outside the classroom.	Pillar II, III				IIB
	Obj. 7.7	Build and support academic support services to improve student success	Pillar II, III, IV	4, 5, 6			IIB
Goal 8 (Effectiveness, Planning, and Governance) Develop institutional effectiveness and integrated planning systems and governance structures to support ongoing development and continuous improvement as we become a comprehensive college.							
	Obj.8.1	Make program, student, and effectiveness (including assessment) data available, usable, and clear so critical data is visible in real time.	Pillar IV		4.1		IA2; IB4

Goal	Objective	Description	Guided Pathways Goal	Associated KPIs	Aligned RCCD Strategic Planning Goal	Aligned Vision for Success Goal	Associated ACCJC Standard
	Obj. 8.2	Develop integrated planning processes that include all planning, accreditation self-study, resource allocation, and alignment with district and statewide plans based on the college mission and plans.	Pillar IV		4.2		IB; IVB2
	Obj. 8.3	Revise governance process - formalize all unwritten governance processes for more effective implementation of the Educational Master Plan.					IB7
	Obj. 8.4	Develop, evaluate, and monitor our governance, decision-making, and resource allocation processes on the basis of the college mission and plans.					IB7
	Obj. 8.5	Continue to monitor and adjust the college's organizational chart for effective implementation of the Educational Master Plan					IIIA
Goal 9 (Workplace/Employees) Expand workforce to support comprehensive college and develop/sustain excellent workplace culture.							
	Obj. 9.1	Plan and advocate for the funding augmentations needed to meet staff requirements to achieve the vision for a more comprehensive college.			5.2		IIID1
	Obj. 9.2	Develop systems and provide resources to preserve and foster a positive workplace culture for all constituent groups including full-time faculty, part-time faculty, classified professionals, student workers and managers.			5.7		IIIA; IC
	Obj. 9.3	Develop culture that recognizes/thanks employees on regular basis and celebrates college's successes			5.7		IIIA
	Obj. 9.4	Develop strategy to maximize the number of classified, faculty and managers involved in college governance without compromising mission-critical work					IIIA9

Goal	Objective	Description	Guided Pathways Goal	Associated KPIs	Aligned RCCD Strategic Planning Goal	Aligned Vision for Success Goal	Associated ACCJC Standard
	Obj. 9.5	Develop strategy to maximize student-faculty time; Resist pulling faculty from students to do administrative work; Evaluate release time	Pillar IV				IIIA7
	Obj. 9.6	Develop strategy and work collaboratively with the district to increase the proportion of full-time faculty toward the 75/25 ratio.	Pillar IV				IIIAI
Goal 10 (Facilities) Build a comprehensive and inspiring campus integrated into the region that serves as a destination for education, commerce, life, and the arts.							
	Obj. 10.1	Plan and advocate for the funding needed to meet facilities growth to achieve the vision for a more comprehensive college	Pillar III, IV	1, 2			IIIB, D; IV
	Obj. 10.2	Develop and maintain Facilities Master Plan					IA, B, C; IIIB
	Obj. 10.3	Build out funded projects (amphitheater, Center for Student Success room 217, etc.)	Pillar III				IIIB, D; IV
	Obj. 10.4	Finish Veterans Resource Center Phase 1 by Spring 2021	Pillar III				IIIB, D
	Obj. 10.5	By Fall 2020, open Early Childhood Education Center				4	IA, B, C; IV
	Obj. 10.6	Develop plans and strategies to capitalize on state facilities funding to maximize local project funding availability.					IIIB, D
	Obj. 10.7	Build 2nd access road					IIIB, D
	Obj. 10.8	Explore and pursue land acquisition adjacent to college property					IIIB, D
	Obj. 10.9	Develop and start implementing sustainable campus					IIIB, D
	Obj. 10.10	Design spaces that intentionally build community					IIB, IIIB, D
	Obj. 10.11	Install immediate/temporary facilities to address current capacity needs by summer 2021.					IIIB, D, IV
	Obj. 10.12	Enhance transportation infrastructure					IIIB, D, IV
	Obj. 10.13	Develop and implement plans for off-campus facilities for instructional purposes		1, 2, 4, 5, 6			IIA, IV

Goal	Objective	Description	Guided Pathways Goal	Associated KPIs	Aligned RCCD Strategic Planning Goal	Aligned Vision for Success Goal	Associated ACCJC Standard
Goal 11 (Operations) Implement professional, intuitive, and technology enhanced-systems.							
	Obj. 11.1	Design intuitive and simple student onboarding system	Pillar II		5.6		IIC
	Obj. 11.2	Implement intuitive and technology-enhanced CRM (e.g., Salesforce) systems for the entire student life cycle ("from recruitment to alumni")	Pillar III	4, 5, 6	5.6		IIIC1
Goal 12 (Resources) Develop innovative and diversified resources to build and sustain a comprehensive college and achieve our visionary goals.							
	Obj. 12.1	Plan and advocate for the general fund budget augmentations needed to meet operational demands to achieve the vision for a more comprehensive college.					IIIB, D; IV
	Obj. 12.2	Coordinate with RCCD to establish a BAM that allocates funding equitably			5.2		IIIB, D; IV
	Obj. 12.3	Support General Obligation bond campaign and implementation					IIIB, D; IV
	Obj. 12.4	Develop 30% of overall budget from non-general fund revenue sources			5.4		IIIB, D; IV

The college mission guides all planning and governance processes at Norco College. By operationalizing the college mission through the creation and monitoring of goals & objectives (see Chapter 3), and key performance indicators, Norco College ensures that all aspects of the institution remain on mission. This strategic plan contains all of the goals & objectives that will be assessed through a compilation of key performance indicators (KPIs) that will attempt to tell the story of student transformation. The student transformation KPIs will portray the student journey in and through Norco College. Norco students' impact on regional transformation KPIs will track students as they enter the workforce and/or enter four-year institutions. Also, regional KPIs will track the college-going rate for the local service area. Through these fifteen KPIs, student transformation will be conveyed as the indicator of how the educational master plan is impacting these vital areas. It should be noted that the Goals (e.g. Goal 1: (Access) Expand college access by increasing both headcount and FTES) cover the entire time period of the Educational Master Plan (through 2029-30 academic year), whereas the Objectives (e.g. Objective 1.1: Go from 7,366 to 8,759 total FTES) and KPIs (e.g. 1. Annual Headcount (Data Mart)) are only for the period of the current strategic plan (through 2024-25 academic year).

Goal	Topic	Goal Statement	KPI
Goal 1	Access	Expand college access by increasing both headcount and full-time equivalent students (FTES).	1. Annual Headcount (DataMart) 2. Annual FTES (DataMart) 3. Capture Rate

KPI	Objective	Baseline	Actual	Projected Targets					
KPI	Objective	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25
1	Go from 7,366 to 8,759 total FTES	7385	7366	7625	7894	8172	8459	8759
2	Go from 14,624 headcount to 16,581 total headcount	15,280	15,158	15,433	15,712	15,996	16,286	16,581
3	Increase capture rates from feeder high schools by 4% annually.	18.0%	18.7%	19.5%	20.2%	21.1%	21.9%	22.8%

Goal 2	Success	Implement Guided Pathways framework	4. Annual Degrees Awarded 5. Annual Certificates Awarded (CCCCO Approved) 6. Transfer Volume (National Student Clearinghouse) 7. Annual Number of First-Time, Full-Time College Students

KPI	Objective	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25
4	Increase number of degrees completed by 15% annually	1588	2007	2308	2654	3052	3510	4037
5	Increase number of certificates completely by 15% annually	614	600	690	794	913	1050	1208
6	Increase number of transfers 15% annually	1025	1116	1284	1476	1698	1953	2246
7	Increase the number of first-time full-time enrolled students from 508 to 900 (Fall) (508 is 2017-18 FTCS count)	636	598	649	704	764	829	900

Goal 3	Equity	Close all student equity gaps.	8. Reduce the equity gap for African American students by 40%. 9. Reduce the equity gap for LatinX students by 40%. 10. Reduce the equity gap for Men of Color by 40%. (Latino + Black males) 11. Reduce the equity gap for LGBTQ+ students by 40%. 12. Reduce the equity gap for Foster Youth students by 40%.

KPI	Objective	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25
8	Reduce the equity gap for African American students by 40%.	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25
	Degree	2.26	2.11	1.96	1.81	1.66	1.51	1.36
	Certificate	3.45	3.22	2.99	2.76	2.53	2.3	2.07
	Transfer	.69	0.64	0.59	0.55	0.50	0.46	0.41
	Transfer Math and English	4.66	4.35	4.04	3.73	3.42	3.11	2.80
9	Reduce the equity gap for LatinX students by 40%.	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25
	Degree	.66	0.62	0.57	0.53	0.49	0.44	0.40
	Certificate	1.52	1.42	1.31	1.21	1.11	1.00	0.90
	Transfer	6.42	5.99	5.56	5.13	4.71	4.29	3.85
	Transfer Math and English	7.65	7.14	6.63	6.12	5.61	5.1	4.59
10	Reduce the equity gap for Men of Color by 40%. (Latino + Black males)	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25
	Degree	5.89	5.5	5.1	4.7	4.31	3.92	3.53
	Certificate	2.58	2.41	2.24	2.07	1.89	1.72	1.55
	Transfer	6.46	6.03	5.60	5.17	4.74	4.31	3.88
	Transfer Math and English	3.87	3.62	3.36	3.1	2.84	2.58	2.32
11	Reduce the equity gap for LGBTQ+ by 40%.	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25
	Degree	0.49	0.46	0.42	0.39	0.36	0.33	0.29
	Certificate	0.72	0.67	0.62	0.58	0.53	0.48	0.43
	Transfer	0.75	0.70	0.65	0.60	0.55	0.50	0.45
	Transfer Math and English	0.25	0.23	0.22	0.20	0.18	0.17	0.15
12	Reduce the equity gap for Foster Youth students by 40%.	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25
	Degree	.59	0.55	0.51	0.47	0.43	0.39	0.35
	Certificate	0	0	0	0	0	0	0.00
	Transfer	1.69	1.58	1.46	1.36	1.25	1.13	1.01
	Transfer Math and English	0.29	0.27	0.25	0.23	0.21	0.19	0.174

Goal 4*	Professional Development	Implement PD around GP and equity framework; foster a culture of ongoing improvement.

* Goal 4 will be measured through the KPIs of Goal 3

Goal 5	Workforce and Economic Development	Reduce working poverty and the skills gap	13. Number of students employed in area of study (Student Success Metrics) 14. Median Earnings 15. Percent attaining living wage

KPI	Objective	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25
13	Increase the median annual earnings of all students	$28,044	$28,885	$29,752	$30,644	$31,564	$32,510	$33,485
14	Increase percent of CTE students employed in their field of study by 3% annually	64.5%	66.4%	68.4%	70.5%	72.6%	74.8%	77.0%
15	Increase percent of all students who attain a livable wage by 5% annually	58%	61%	64%	68%	71%	75%	78%

Goal	Topic	Goal Statement	KPI
Goal 6*	Community Partnerships	Pursue, develop, & sustain collaborative partnerships	*
Goal 7*	Programs	Become the regional college of choice by offering a comprehensive range of programs that prepare students for the future and meet employer workforce needs.	*
Goal 8*	Effectiveness, Planning, and Governance	Develop institutional effectiveness and integrated planning systems and governance structures to support ongoing development and continuous improvement as we become a comprehensive college.	*
Goal 9*	Workplace/ Employees	Expand workforce to support comprehensive college and develop/sustain excellent workplace culture	*
Goal 10*	Facilities	Build a comprehensive and inspiring campus integrated into the region that serves as a destination for education, commerce, life, and the arts.	*
Goal 11*	Operations	Implement professional, intuitive, and technology-enhanced systems	*
Goal 12*	Resources	Develop innovative and diversified resources to build and sustain a comprehensive college and achieve its visionary goals.	*

* Goals 6-12 will be measured through the KPIs

KPI Methodology

The Educational Master Plan Goals are 10-year goals leading us to the year 2030 intentionally aligned with other metrics (vision for success, ACCJC, RCCD goals, our Equity plan, etc.). The KPI annual targets were based on the 5-year objectives of the Strategic Plan and calculated in alignment with the previously mention metrics whenever possible (see Chapter 3 under "State Goal Alignment). The specific methodology for each KPI is below.

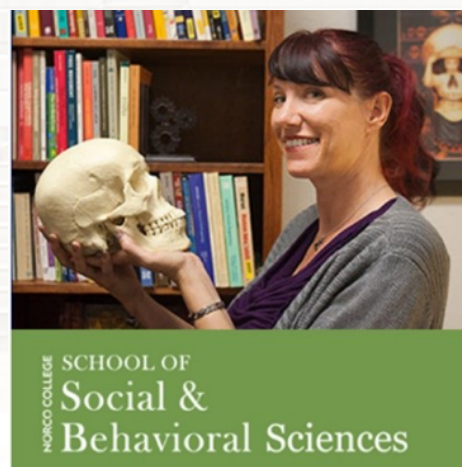|	Key Performance Indicators (KPI)	Methodology
KPI 1	Go from 7,366 to 8,759 total FTES	Annual FTES from CCCCO DataMart https://datamart.cccco.edu/Students/FTES_Summary.aspx
KPI 2	Go from 14,624 headcount to 16,581 total headcount	Annual Headcount from CCCCO DataMart https://datamart.cccco.edu/Students/Student_Term_Annual_Count.aspx
KPI 3	Increase capture rates from feeder high schools by 4% annually.	Calculated utilizing a 4 percent increase and not a 4-percentile increase. Count of students enrolled from local high schools (CNUSD only) who attend Norco College. The sum of first-time college students under 20 years old who indicate a high school code that corresponds to a CNUSD HS in the Fall, divided by CNUSD grad rate found at: https://www.caschooldashboard.org/
KPI 4	Increase number of degrees completed by 15% annually	Annual Degree count from CCCCO DataMart https://datamart.cccco.edu/Outcomes/Program_Awards.aspx
KPI 5	Increase number of certificates completely by 15% annually	Annual Certificate count from CCCCO DataMart https://datamart.cccco.edu/Outcomes/Program_Awards.aspx
KPI 6	Increase number of transfers 15% annually	National Student Clearinghouse submission to identify students transferring to 4-year institutions. Students must complete 12+ units in the district with majority of units completed at Norco College.
KPI 7	Increase the number of first-time full-time enrolled students from 508 to 900 (Fall) (508 is 2017-18 FTCS count)	Number of first-time ever in college students who attempted 12 or more credit units in the fall term at Norco College
KPI 8	Reduce the equity gap for African American students by 40%.	Disaggregation of 2.1, 2.2, 2.4 and 2.7 Calculate the gap between the percent achieving the outcome and the overall population headcount percent.
KPI 9	Reduce the equity gap for LatinX students by 40%.	Disaggregation of 2.1, 2.2, 2.4 and 2.7 Calculate the gap between the percent achieving the outcome and the overall population headcount percent.
KPI 10	Reduce the equity gap for Men of Color by 40%. (Latino + Black males)	Disaggregation of 2.1, 2.2, 2.4 and 2.7 Calculate the gap between the percent achieving the outcome and the overall population headcount percent.
KPI 11	Reduce the equity gap for LGBTQ+ students by 40%.	Disaggregation of 2.1, 2.2, 2.4 and 2.7 Calculate the gap between the percent achieving the outcome and the overall population headcount percent.
KPI 12	Reduce the equity gap for Foster Youth students by 40%.	Disaggregation of 2.1, 2.2, 2.4 and 2.7 Calculate the gap between the percent achieving the outcome and the overall population headcount percent.
KPI 13	Increase the median annual earnings of all students	Student Success Metric Dashboard Students who exited the community college system and did not transfer to any postsecondary institution, median earnings (UI Wage file) following the academic year of exit https://www.calpassplus.org/LaunchBoard/Student-Success-Metrics.aspx
KPI 14	Increase percent of CTE students employed in their field of study by 3% annually	CTE Outcomes Survey Job Similarity data element (Very Close or Close)
KPI 15	Increase percent of all students who attain a livable wage by 5% annually	Student Success Metric Dashboard Students who exited the community college system and did not transfer to any postsecondary institution, the proportion who attained the district county living wage (UI Wage file) for a single adult measured immediately following the academic year of exit https://www.calpassplus.org/LaunchBoard/Student-Success-Metrics.aspx

KPI power point presentation given to ISPC in November 2020 includes more details information about each of the KPIs.

Goals, Objectives, and KPIs

The EMP goals set the strategic direction for the College through 2030. The objectives (Chapter 3) provide the tactics we shall focus on to achieve these goals. The aforementioned KPIs have been intentionally selected as those affecting student outcomes. Measuring KPIs is how we shall track our overall impact and effectiveness. In this regard, a report will be made to College Council in late fall of each year on the annual progress of these KPIs. In this way, the combined goals, objectives, and KPIs provide the framework for the college's strategic planning structure.

Now that much of our strategic goal-setting work has been accomplished, we turn primarily to operational effectiveness in making progress on these objectives, which shall move the needle on our KPIs. Norco College needs to adapt its council, committee, and decision-making processes in order to best mobilize its human resources towards achieving these objectives and KPIs. Such a shift is not unprecedented; we previously modified our strategic planning structure and dissolved committees based upon accreditation standards.

Overall, the governance process involves outlining the structure and processes by which decisions are made at Norco College. This institutional governance process is focused on ensuring clear dialog and wide participatory engagement. It also delineates which governing bodies are involved in what types of decisions and the sequence of steps that these decisions must follow. Strategic planning and college governance are clearly intertwined in that any strategic planning would involve the governance process in order for decisions to be made and for plans to be enacted. Although these processes are linked, they are also distinct from each other. Additionally, decisions must often be made outside of strategic planning groups. After all, not all decisions are strategic and college committees are rarely held accountable for outcomes. Thusly, the remainder of this manual describes Norco College's governance structure, and strategic planning process, as well as outlining how decisions (strategic and operational) are made.

SCHOOL OF
Science, Technology, Engineering & Mathematics

SCHOOL OF
Arts & Humanities

SCHOOL OF
Business & Management

SCHOOL OF
Social & Behavioral Sciences

Educational Master Plan Objective Assignments

The following table lists the Norco College EMP goals and objectives along with 1) the strategic body responsible for coordination and assessing progress annually, and 2) the operational committees, groups, or positions to lead implementation. Note that text in **Blue** are proposals for additional groups potentially needed. When applicable, responsibility for each EMP objective should be clearly noted within the governance entity charter.

Goal	Objective	Description	Strategic body responsible for coordination & assessing progress annually	Operational committee, group, or position to lead implementation
Goal 1 (Access) Expand college access by increasing both headcount and FTES.				
1	1.1 (KPI 1)	Go from 7,366 to 8,759 total FTES	Academic Council	APC, SSC and Enrollment Management Workgroup
1	1.2 (KPI 2)	Go from 14,624 headcount to 16,581 total headcount	Student Support Council	APC, SSC, Enrollment Management Workgroup
1	1.3	Expand enrollment with strategic groups (Dual Enrollment, International, Online, California Rehabilitation Center, Veterans, etc.)	Student Support Council	Individual employees with functional oversight, Academic Planning Chairs, and Racial Justice Task Force
1	1.4 (KPI 3)	Increase capture rates from feeder high schools by 4% annually.	Student Support Council	Student Services operational group
Goal 2 (Success) Implement Guided Pathways framework.				
2	2.1 (KPI 4)	Increase number of degrees completed by 15% annually	Academic Council	Deans of Instruction, Guided Pathways Workgroup, Counseling, Academic Evaluations
2	2.2 (KPI 5)	Increase number of certificates completely by 15% annually	Academic Council	Deans of Instruction, Guided Pathways Workgroup, Counseling, Academic Evaluations
2	2.3	Decrease AA degree unit accumulation from 88 to 74 total units on average	Academic Council	Academic Planning Chairs
2	2.4 (KPI 6)	Increase number of transfers 15% annually	Student Support Council	Transfer Center, Counseling, Guided Pathway project team
2	2.5 (KPI 7)	Increase the number of first-time, full-time enrolled students from 508 to 900	Student Support Council	Engagement Centers, **Promise Workgroup**
2	2.6	Increase percent of students who receive financial aid from 73% to 81%	Student Support Council	Financial Aid Office, **Promise Workgroup**
2	2.7	Increase number of students who complete transfer level math and English by 20% per year	Academic Council	Engagement Centers, Counselors, English and Math Department Chairs, AB 705 Workgroup
Goal 3 (Equity) Close all student equity gaps.				
3	3.1 (KPI 8)	Reduce the equity gap for African American students by 40%.	Student Support Council	Dean(s) overseeing Equity, Teaching & Learning Committee, PACES grant director, Distance Education Committee, Racial Justice Task Force, Umoja
3	3.2 (KPI 9)	Reduce the equity gap for Latinx students by 40%.	Student Support Council	Dean(s) overseeing Equity, Teaching & Learning Committee, PACES grant director, Distance Education Committee, Puente

Goal	Objective	Description	Strategic body responsible for coordination & assessing progress annually	Operational committee, group, or position to lead implementation
3	3.3 (KPI 10)	Reduce the equity gap for Men of Color by 40%.	Student Support Council	Dean(s) overseeing Equity, Teaching & Learning Committee, PACES grant director, Distance Education Committee, Men of Color
3	3.4 (KPI 11)	Reduce the equity gap for LGBTQ+ students by 40%.	Student Support Council	Dean(s) overseeing Equity, Teaching & Learning Committee, LGBTQ+ Advocates Committee, and Distance Education Committee
3	3.5 (KPI 12)	Reduce the equity gap for Foster Youth students by 40%.	Student Support Council	Dean(s) overseeing Special Funded Programs, Teaching & Learning Committee, Distance Education Committee, EOPS
Goal 4 (Professional Development) Implement Professional Development around Guided Pathways and equity framework; foster a culture of ongoing improvement.				
4	4.1	Increase percentage of employees who complete Guided Pathways training from 5% to 65% (305 out of 472 employees)	Institutional Effectiveness & Governance Council	Dean(s) overseeing Equity, Guided Pathways Workgroup, Faculty Professional Development Committee, Classified Professional Development Committee, Professional Development Coordinating Network
4	4.2	Increase percentage of employees who complete Racial Micro aggressions certificate from 1% to 60% (285 out of 472 employees)	Institutional Effectiveness & Governance Council	Dean overseeing Equity Professional Development, Faculty Professional Development Committee, Classified Professional Development Committee, Professional Development Coordinating Network
4	4.3	Increase percentage of faculty who complete Teaching Men of Color in the Community College certificate from 3% to 40% (125 out of 315 faculty)	Academic Senate	Teaching & Learning Committee, Dean overseeing Equity, Professional Development Coordinating Network
Goal 5 (Workforce and Economic Development) Reduce working poverty and the skills gap				
5	5.1 (KPI 13)	Increase the median annual earnings of all students	Student Support Council	Career Center, Apprenticeship Director, CalWORKS, Counseling; Employment Services/Resources
5	5.2 (KPI 14)	Increase percent of CTE students employed in their field of study by 3% annually	Academic Council	CTE Project Specialist, Administrator(s) overseeing CTE; CTE Faculty
5	5.3 (KPI 15)	Increase percent of all students who attain a livable wage by 5% annually	Student Support Council	Career Center, Apprenticeship Director, Counseling; Employment Services/Resources
5	5.4	Establish the Center for Workforce Innovation to create and expand apprenticeships & work-based learning opportunities	Academic Council	Administrator(s) overseeing CTE

Goal	Objective	Description	Strategic body responsible for coordination & assessing progress annually	Operational committee, group, or position to lead implementation
Goal 6 (Community Partnerships) Pursue, develop, & sustain collaborative partnerships				
6	6.1	Establish and expand relationships with regional educational institutions	Academic Council	Dual Enrollment, AB 705 Workgroup, Guided Pathways Workgroup, DOIs
6	6.2	Contribute to regional economic and workforce development by creating and expanding relationships with business and civic organizations	Institutional Effectiveness & Governance Council	Dean overseeing CTE
6	6.3	Expand partnerships with regional veterans' services and support organizations	Student Support Council	Veteran's Center
6	6.4	Work toward reducing recidivism through incarcerated student education	Academic Council	Manager overseeing Prison Education & **Prison Education Advisory**
6	6.5	Position the college's image and reputation as a leading academic institution in the region	Office of the President	President, Public Affairs Officer
6	6.6	Develop regional outreach and recruitment systems	Student Support Council	Manager overseeing Dual Enrollment and College Transition
6	6.7	Help establish a distinct regional identity, organization, and communication amongst our local communities	Institutional Effectiveness & Governance Council	President, Dean overseeing CTE, Marketing Committee
6	6.8	Stimulate regional arts development	Academic Council	School of Arts & Humanities
Goal 7 (Programs) Become the regional college of choice by offering a comprehensive range of programs that prepare students for the future and meet employer workforce needs.				
7	7.1	Develop comprehensive breadth of academic programs	Academic Senate	APC, Academic Senate Liaison, **Program Development & Viability Senate Workgroup,**
7	7.2	Develop Career & Technical Education programs and industry credentials related to regional needs	Academic Senate	APC, CTE Advisory Groups, Faculty non-credit lead, **Program Development & Viability Senate Workgroup**
7	7.3	Develop and implement plan for noncredit and noncredit- enhanced programming	Academic Senate	APC, **Program Development & Viability Senate Workgroup**
7	7.4	Develop and implement plan for expanded athletics offerings	Student Support Council	Dean overseeing Student Life, ANSC, KIN Department
7	7.5	Add capacity to existing disciplines with a demonstrated need.	Academic Senate	Academic Planning Chairs (Department Leadership)
7	7.6	Build and support student services to foster student engagement, wellness, and success in the classroom and outside the classroom.	Student Support Council	Student Services Operational Groups, academic programs/ leads
7	7.7	Build and support academic support services to improve student success	Academic Council	Academic Affairs Operational Groups
Goal 8 (Effectiveness, Planning, and Governance) Develop institutional effectiveness and integrated planning systems and governance structures to support ongoing development and continuous improvement as we become a comprehensive college.				
8	8.1	Make program, student, and effectiveness (including assessment) data available, usable, and clear so critical data is visible in real time.	Institutional Effectiveness & Governance Council	Institutional Effectiveness Office, Assessment Committee

Goal	Objective	Description	Strategic body responsible for coordination & assessing progress annually	Operational committee, group, or position to lead implementation
8	8.2	Develop integrated planning processes that include all planning, accreditation self-study, resource allocation, and alignment with district and statewide plans based on the college mission and plans.	Institutional Effectiveness & Governance Council	VP Planning & Development, ALO, Accreditation Faculty Lead, Program Review Committee
8	8.3	Revise governance process - formalize all unwritten governance processes for more effective implementation of the Educational Master Plan.	Academic Senate & College Council	Academic Senate Leadership, Executive Cabinet
8	8.4	Develop, evaluate, and monitor our governance, decision- making, and resource allocation processes on the basis of the college mission and plans.	Academic Senate & Institutional Effectiveness & Governance Council	Program Review Committee, Executive Cabinet
8	8.5	Continue to monitor and adjust the college's organizational chart for effective implementation of the Educational Master Plan	Office of the President	President
Goal 9 (Workplace/Employees) Expand workforce to support comprehensive college and develop/sustain excellent workplace culture				
9	9.1	Plan and advocate for the funding augmentations needed to meet staff requirements to achieve the vision for a more comprehensive college.	Resources Council	VP, Business Services
9	9.2	Develop systems and provide resources to preserve and foster a positive workplace culture for all constituent groups including full-time faculty, part-time faculty, classified professionals, student workers, and managers.	Institutional Effectiveness & Governance Council	Diversity, Equity & Inclusion Committee, Office of the President, CSEA 535, CTA, MLA, The Faculty Unification, Networking Committee and Racial Justice Task Force
9	9.3	Develop culture that recognizes/thanks employees on regular basis and celebrates college's successes	Office of the President	Office of the President
9	9.4	Develop strategy to maximize the number of classified professionals, faculty and managers involved in college governance without compromising mission-critical work	Institutional Effectiveness & Governance Council	Executive Cabinet, CSEA 535 governance subcommittee, Academic Senate
9	9.5	Develop strategy to maximize student-faculty time; Resist pulling faculty from students to do administrative work; Evaluate release time	Academic Senate & Academic Council	Academic Affairs Operational Group
9	9.6	Develop strategy and work collaboratively with the district to increase the proportion of full-time faculty toward the 75/25 ratio.	Academic Senate	APC, VPAA, CTA
Goal 10 (Facilities) Build a comprehensive and inspiring campus integrated into the region that serves as a destination for education, commerce, life, and the arts.				
10	10.1	Plan and advocate for the funding needed to meet facilities growth to achieve the vision for a more comprehensive college	Resources Council	VP Business Services
10	10.2	Develop and maintain Facilities Master Plan	Resources Council	Business Services Operational Group
10	10.3	Build out funded projects (amphitheater, Center for Student Success room 217, etc.)	Resources Council	Business Services Operational Group
10	10.4	Finish Veterans Resource Center Phase 1 by Spring 2021	Resources Council	Business Services Operational Group

Goal	Objective	Description	Strategic body responsible for coordination & assessing progress annually	Operational committee, group, or position to lead implementation
10	10.5	Open Early Childhood Education Center	Resources Council	Business Services Operational Group
10	10.6	Develop plans and strategies to capitalize on state facilities funding to maximize local project funding availability.	Resources Council	Business Services Operational Group
10	10.7	Build 2nd access road	Resources Council	Office of the President
10	10.8	Explore and pursue land acquisition adjacent to college property	Resources Council	Office of the President
10	10.9	Develop and start implementing sustainable campus	Resources Council	Business Services Operational Group
10	10.10	Design spaces that intentionally build community	Resources Council	Business Services Operational Group, Guided Pathways Workgroup
10	10.11	Install immediate/temporary facilities to address current capacity needs by summer 2021.	Resources Council	Business Services Operational Group
10	10.12	Enhance transportation infrastructure	Resources Council	Business Services Operational Group
10	10.13	Develop and implement plans for off-campus facilities for instructional purposes	Institutional Effectiveness & Governance Council	VP Planning & Development
Goal 11 (Operations) Implement professional, intuitive, and technology-enhanced systems				
11	11.1	Design intuitive and simple student onboarding system	Student Support Council	Guided Pathways Workgroup
11	11.2	Implement intuitive and technology-enhanced CRM (e.g., Salesforce) systems for the entire student life cycle ("from recruitment to alumni")	Student Support Council and Institutional Effectiveness & Governance Council	Guided Pathways Workgroup, ERP Implementation Workgroup
Goal 12 (Resources) Develop innovative and diversified resources to build and sustain a comprehensive college and achieve our visionary goals.				
12	12.1	Plan and advocate for the general fund budget augmentations needed to meet operational demands to achieve the vision for a more comprehensive college.	Resources Council	NC Reps on DBAC, President
12	12.2	Coordinate with RCCD to establish a BAM that allocates funding equitably	Resources Council	NC Reps on DBAC, VP Business Services
12	12.3	Support General Obligation bond campaign and implementation	College Council	Office of the President
12	12.4	Develop 30% of overall budget from non-general fund revenue sources	Resources Council	Dean overseeing Grants, Grants Advisory Panel

<u>ISER Improvement Plans</u>

Norco College is accredited through the Accrediting Commission of Community and Junior Colleges of the Western Association of Schools and Colleges (ACCJC). Accreditation assures our students, our community, our government, and others of our institutional effectiveness and educational quality. Norco College embraces the concept of accreditation, not as a once-every-few-year's event, but as an ongoing process of, in the words of ACCJC, "continuous quality improvement."

In spring 2020, the College completed the regularly scheduled comprehensive self-study process for reaffirmation of accreditation. This process, which occurs every seven years, involves all members of the College community in reviewing and evaluating alignment to the accrediting commission's requirements and standards as documented in our Institutional Self-Evaluation Report (ISER) 2020.

In creating the ISER, ACCJC asks member institutions to identify areas for improvement in meeting the four commission standards. Institutions then create an Improvement Plan for identified area that includes a description, expected outcomes, and a timeline with college leads for each component of the plan. These self-identified improvement plans should be integrated into the planning processes of the college for implementation and follow-up. Progress made on Improvement Plans are documented in the Midterm Report that is subsequently filed with the ACCJC.

In the 2020 ISER, Norco College identified two areas for improvement and created detailed Improvement Plans. These plans are excerpted from the 2020 ISER and provided below.

Standard II.A. Instructional Programs (p. 122)

Standard	Description of Change / Improvement	Expected Outcome(s)	Timeline	College Leads	Integration into College's Ongoing Evaluation and Planning Processes
Standard II.A.7	The College will adopt a campus climate/student needs assessment survey that addresses delivery modes, teaching methodologies, and learning support services in support of equity for all students.	1. Survey instrument adopted 2. Report of campus climate/ student needs assessment distributed. Deans of instruction will work with APC, and the dean of library and learning resources will work with LRC, to review and respond to survey results.	1.fall 2019 2. spring 2020	Dean of institutional effectiveness, dean of equity, dean of student services, deans of instruction, and dean of library and learning resources	Student needs assessment will become part of enrollment management process and will inform professional development. Campus climate survey items will be used to assess elements such as inclusivity, safety, and other aspects of climate from students' perspective.

Standard IV.A. Decision-Making Roles and Processes (p. 218)

Standard	Description of Change / Improvement	Expected Outcome(s)	Timeline	College Leads	Integration into College's Ongoing Evaluation and Planning Processes
IV.A (especially IV.A.6, IV.A.7)	As part of developing the updated Strategic Plan, through the governance process, the College will assess, revise as needed, and document governance and workflow processes and procedures, integrating and aligning with District council and committee structure, processes, and procedures, as applicable.	1. Governance processes assessed. Document developed, distributed, and shared widely. Implementation of processes and procedures. 2. Ongoing training plan developed and implemented for new council and committee members.	1. fall 2019 - spring 2020 2. spring 2020 - ongoing	President's Cabinet with faculty, staff [classified professionals], and student leadership	Governance processes and procedures will be implemented into the structure of the College Governance processes will be assessed through annual assessments: • Committee and council surveys • Planning surveys • Annual progress reports

ISER Quality Focus Essay (QFE) Projects

As a component of creating the ISER, the ACCJC asks member institutions to create two or three innovative projects designed to improve student learning and/or achievement at the institutional level. Each action project is described in a Quality Focus Essay (QFE) and must include a description of the expected impact on student learning and/or achievement, a list of specific activities to be completed, the party/parties responsible for completing the task, the resources need, a timeline for completion, and a description of measurable outcomes resulting from the project.

The action projects demonstrate the college's commitment to excellence and provide a multi-year, long-term direction for improving student learning and student achievement. The QFE is not used to evaluate the college to determine accreditation status, but is a means to encourage positive growth, development, and innovation within the college. The progress or completion of the QFE projects are critical focal points for the ACCJC Midterm Report.

In the 2020 ISER, Norco College designed two action projects described in QFEs. These plans are excerpted from the 2020 ISER and provided below.

Project 1: Implement Equity-Focused Professional Development Plan with a Teaching/Learning Emphasis (pp. 253-256)

Anticipated impact of the project on student learning/student achievement

Implementation of the equity-focused professional development with a teaching/learning emphasis will contribute to meeting the College's Educational Master Plan (EMP) goals and five-year strategic planning objectives as well as aligning with the statewide Vision for Success. Specifically, this project will participate in eliminating disproportionate success, represented in 2025 Objectives 3.1-3.5 of EMP 2030 Goal 3, "Close All Student Equity Gaps." In addition, the project will participate in helping the College reach its aspirational targets of increasing student course completion to 73 percent, student retention to 89 percent, six-year degree completion to 21.8 percent, six-year certificate completion to 6.5 percent, and six-years-to-transfer rate to 28.8 percent.

Project Activity	Measurable Outcome	Responsible Parties	Resources Needed	Timeline
Offer faculty-led professional development workshops on equity in teaching (Flex credit approved)	•Initially: participation rates / goal of 20 percent full-time (FT) and 10 percent part-time (PT) faculty by end of spring 2020 •Long-term goal: participants in faculty training decrease equity gaps as compared to their baseline aggregated data	•Leading from the Middle and Center for Urban Education (CUE) participants •Faculty Professional Development Committee •Funding for equity conferences	•Faculty time to prepare and lead workshops •Access to data (Institutional Research)	spring 2019 and ongoing
Develop or augment staff-focused training to explore the impact of social and socioeconomic factors on students' educational decision-making	•Training schedule established •Participation numbers over a three-year period will increase to 30 percent of staff	•PD Council/ Committee •PD Coordinator •Management team	•CSEA 535 and management team (support/ assistance) •Possibly personnel support to cover positions while staff are in training •Institutional Research (data)	2021-2025
Implement an equity-centered program to provide disaggregated data to staff and faculty and identify potential coaches to expand the program **Develop and implement training for data coaches identified in disaggregated data pilot program**	•Program description created •Possible web portal through which staff and faculty can access personalized disaggregated data established and overseen •Data-coach training schedule and participation list. Coaches' training schedules •Participation of sufficient number of faculty and staff in training to meet demand based on faculty and staff surveys and identified needs •Participation of 20 percent FT and 10 percent PT faculty and 20 percent of staff over a three-year period •Long-term goal: participants in faculty training decrease equity gaps as compared to their baseline aggregated data	•CUE participants •PD Council/ Committee •PD Coordinator	•Institutional Research (for data and assessment) •CUE participants •Technology specialists (for web portal) •Funding/ support for coaches	2022-2026
Implement equity-based training for first time faculty as part of First Fridays	•Schedule of First Fridays showing training •Assessments and surveys of first-time faculty to determine effectiveness, satisfaction, and suggestions for further training •Revised training descriptions in subsequent years based on assessments and surveys	•PD Council/ Committee •PD Coordinator	•Institutional Research (for data and assessment)	2019-2021

Project Activity	Measurable Outcome	Responsible Parties	Resources Needed	Timeline
Increase accessibility of and opportunities for professional development of part-time faculty members, especially professional development focused on equity and pedagogy **Develop online professional development/ Flex training activities for associate and full-time faculty**	•Schedule of professional development activities for part-time faculty showing new offerings and 10% participation over a four-year period •Establish a baseline of associate and full-time faculty in online PD activity in first year (2023) •Between online and face-to-face PD, increase FT participation in Flex activities to 60 percent and PT to 15 percent •Increase in student success and retention rates, with goal of 40 percent reduction in achievement gaps among traditionally underrepresented student groups (in alignment with Vision for Success), over a five-year period •Long-term goal: participants in faculty training decrease equity gaps and increase student retention and success as compared to their baseline aggregated data •Increase in student success and retention rates toward, or exceeding, 73 percent success rate goal over a four-year period	•PD Council/ Committee •PD Coordinator	•Financial support for PT faculty participation •Possibly CTA (if increase in professional development hours requested) •Institutional Research (for data and assessment) •Technology support for online training •Learning management system (LMS) support •Technology specialists	2021-2027
Implement Flex activities focused on activities' alignment with four pillars of Guided Pathways (GP)	•Schedules of Flex activities showing focus on four pillars of GP and revisions based on assessments and surveys over the years •Assessments and surveys to determine effectiveness, satisfaction, and suggestions for further GP-aligned activities. Surveys showing increased understanding of GP •Participation of 70 percent of faculty in GP-focused Flex activities over a three-year period •Increase in student success and retention rates toward 73 percent success rate goal over a three-year period	•PD Council/ Committee •PD Coordinator	•Institutional Research (for data and assessment)	2021-2024

Project 2: Implement Student Success Teams in the Schools (pp. 257-259)

Anticipated impact of the project on student learning/student achievement

Implementation of the student success teams in the four Schools of the College will contribute to meeting the College's Educational Master Plan (EMP) goals and five-year strategic planning objectives as well as aligning with the statewide Vision for Success. In particular, this project will participate in EMP Goal 2, "Implement Guided Pathways Framework," for example, by increasing the number of degrees, certificates, and transfers (2025 Objectives 2.1, 2.2, and 2.4), and decreasing AA degree-unit accumulation from 88 to 74 on average (2025 Objective 2.3). In addition, the project will participate in helping the College reach its aspirational targets of increasing student course completion to 73 percent, student retention to 89 percent, six-year degree completion to 21.8 percent, six-year certificate completion to 6.5 percent, and six-years-to-transfer rate to 28.8 percent.

Anticipated outcomes include decreasing the number of students who drop courses or do not complete due to misinformation or lack of information, increasing in the number of students who have student educational plans (SEPs) by 10 percent annually, increasing student unit load by 30 percent annually (toward full time), and decreasing in the number of students who drop courses or do not complete in their second or subsequent year.

Project Activity	Measurable Outcome	Responsible Parties	Resources Needed	Timeline
Creation of the arc and preliminary communication plans Salesforce pilot to provide proactive and responsive interventions and support to students from the moment they enter the College until they complete their educational goal	•Formation of the arc and communication plan	•Dean of Student Services •Guided Pathways team •Success navigator teams (counselors, educational advisors, success coaches, faculty advisors, peer mentors)	•Personnel time/ funding •Communication system (Salesforce) •Reimbursement for faculty	fall 2019
First implementation of communication plan with success navigators for first-year students	•Increase unit load enrollments by 10 percent •Increase student connection to the college by 20 percent more students participating in workshops	•Educational advisors •Success coaches •Dean of student services •Success teams	•Personnel time/ funding •Salesforce training •Ability to track interactions •Engagement Centers (to open fall 2019)	fall 2019
Collaborative work with CTA on faculty roles as navigators Recruitment and training for faculty	•Increase number of faculty who can use Advisor Link by 10 percent	•CTA reps •Faculty leadership •Faculty trainers •Success teams	•Faculty collaboration •CTA agreement •Personnel time/ funding •Professional development for coaching and best practices	spring 2020
Communication plans modeled after first-year plans	•Increase student success 5 percent overall by end of spring 2021	•Faculty trainers •Success teams	•Personnel time/ funding •Communication system (Salesforce) •Feedback from success teams regarding best strategies from initial implementation	2020-2021
Assessment of first-year communication plan A ssess data on retention, SEP completion, unit count, and connection to the college. Make adjustments to communication plan based on feedback and assessment.	•Continue to increase student contacts by 20 percent of first-time students •Decrease number of students who complete six or fewer units by 10 percent •Increase number of students who have SEPs by 10 percent •Increase unit load by 30 percent	•Institutional Research support •Guided Pathways team •Success teams	•Data/ Institutional Research •Participants' time for analysis	2020-2021

Project Activity	Measurable Outcome	Responsible Parties	Resources Needed	Timeline
Full implementation of success teams with both first-year success navigators (educational advisors and success coaches) and faculty advisors	•Increase contacts for students in all years of their college experience •Increase number of students who have SEPs by 10 percent •Increase unit load by 30 percent in students' second or subsequent year •Decrease number of students who drop courses or do not complete in their second or subsequent year by 10 percent	•Success teams	•Data/ Institutional Research •Communication plans	2021-2022
Implement faculty advisors based on schools	•Increased student participation in school activities by 20 percent •Increased completion and graduation/ transfer rates in alignment with Vision for Success goal	•Faculty advisors •Success teams	•Funding •Communication plans •Professional development for faculty •Software for tracking communication	2020-2024
Continued assessment and improvement	•Higher number of participating students by 20 percent •Increase in lagging indicators (success rates, retention rates, completion rates, and degree rates)	•Success teams •Faculty success teams •Academic Affairs and Student Services administration	•Funding for assessment/retreat for collaboration •Data for assessment	2020-2024
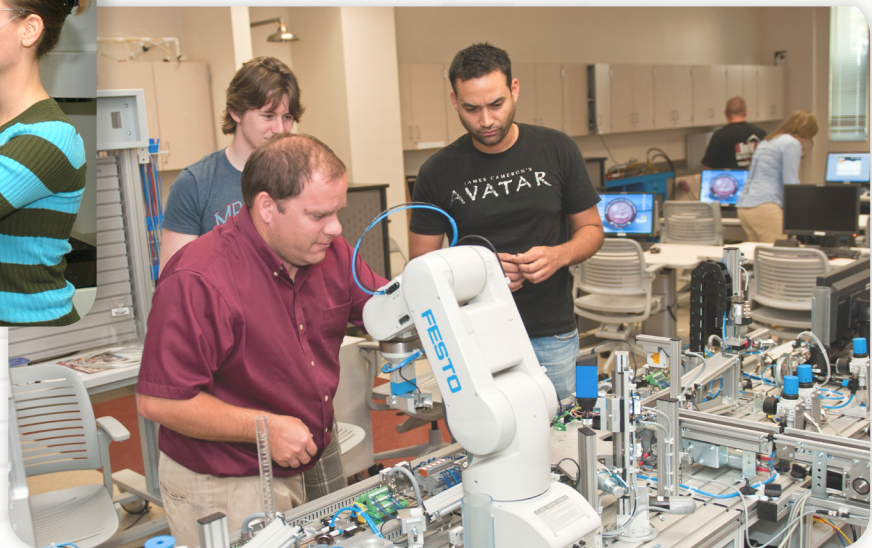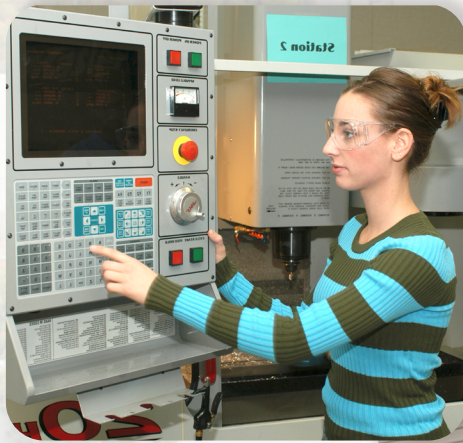
Governance

Governance at Norco College is designed to maximize inclusive decision-making by fostering open and effective communication. Through the structure outlined herein, Norco College strives to achieve the highest possible level of collaboration and consensus in planning and implementation processes.

Norco College values the right for all constituents to participate effectively (participatory governance) because it:

- draws on the knowledge and expertise of all constituencies
- fosters collegial collaboration among members of the college community and provides everyone an opportunity to participate in decision-making processes; and,
- promotes shared learning opportunities pertaining to priorities, processes, and procedures of the college (American Institute of Parliamentarians Standard Code of Parliamentary Procedure (8) 2012).

There is some confusion about the "shared" vs. "participatory" terminology used to describe governance throughout the California Community College system. At the time of this writing, RCCD's Board Policy 1510 uses "college governance." Yet, RCCD's Administrative Procedure 1510 mentions "shared governance," which is occasionally also used in education code (e.g. §70901.2). However, as repeatedly reported/presented by the Community College League of California, representatives of the California Community College Trustees, Chief Executive Officers of the California Community Colleges, the Community College League of California, the California Community College Classified Senate, and the Academic Senate of the California Community Colleges (ASCCC Participatory Governance Training) recommend curtailing the use of the phrase "shared governance" in favor of the more precise terms defined by the Education Code. Specifically Education Code §70902 (b)(7), requires the Board of Governors to "Establish procedures that are consistent with minimum standards established by the board of governors to ensure faculty, staff, and students the opportunity to express their opinions at the campus level, to ensure that these opinions are given every reasonable consideration, to ensure the right to participate effectively in district and college governance, and to ensure the right of academic senates to assume primary responsibility for making recommendations in the areas of curriculum and academic standards.." The RCCD Board of Trustees is the ultimate decision-maker in those areas assigned to it by state and federal laws and regulations.

There are additional sections of State law and Board policy that help guide our use of governance terms for our structure. A few samples include the following items.

- Title 5 § 70901 and §70902 provides faculty, staff and students the right to participate effectively in district and college governance. Section §70902 states that each governing board shall, "Establish procedures that are consistent with minimum standards established by the board of governors to ensure faculty, staff, and students the opportunity to express their opinions at the campus level, to ensure that these opinions are given every reasonable consideration, to ensure the right to participate effectively in district and college governance, and to ensure the right of academic senates to assume primary responsibility for making recommendations in the areas of curriculum and academic standards."
- Title 5 §53203 (f) states that "The appointment of faculty members to serve on college or district committees, task forces, or other groups dealing with academic and professional matters, shall be made, after consultation with the chief executive officer or his or her designee, by the academic senate."
- Title 5 § 51023.5 (a)(6) states that "The policies and procedures of the governing board shall ensure that the recommendations and opinions of staff are given every reasonable consideration."
- Education Code Section 76060 states that student associations (such as ASNC) are empowered to select student members on committees/councils.
- RCCD BP/AP 1510: The RCCD Board of Trustees is the ultimate decision-maker in those areas assigned to it by state and federal laws and regulations per Board Policy 1510. It has established

procedures to ensure each constituent group the right to participate effectively in District and College governance as required by law in the decision-making process. Participation in Local Decision Making cites Title 5 regarding the roles of faculty and staff in local decision making. For example, § 53200(d) explains collegial consultation as either "relying primarily upon the advice and judgment of the academic senate;" or "agreeing that the district governing board…and the representative of the academic senate shall have the obligation to reach mutual agreement…" on academic and professional matters.

Parliamentary Procedure

Following basic rules of order and parliamentary procedure may contribute to more effective and efficient decision making. Though strict adherence to parliamentary authority (e.g. Robert's Rules of Order) may not be necessary, it is important to adhere to the fundamental concepts and general practices to assure an open and fair process.

- Everyone has the right to participate in deliberations and discussions
- Do not dominate discussion
- Get recognized before speaking
- Do not interrupt without permission
- Every member has the right to vote
- Everything is debatable – don't need to debate everything
- Protect the minority position
- Majority rule
- Protect quorum
- Maintain minutes
- Respect the Chair

Ground Rules for Civility

- One person speaks at a time.
- Once a decision is made by the group, the decision is final and represents the voice of the body.
- Stay on task. No side conversation. Avoid distractions. Be present.
- Focus on the issue not the person.
- Thoughtful and respectful communication.
- No rank in the room; everyone has an equal voice.
- Individual groups set norms for formality versus informality.
- Be unconditionally principled in all matters.
- Assume the best intentions and go to the source.
- Call for a process check at any time.
- Represent your constituent group with integrity.
- Honor timelines for starting, ending and breaks.
- Use an agenda agreed upon the group.
- Use a facilitator and recorder

Employee/College Representative Groups

The five representative employee groups at Norco College are defined below. The two groups where the Brown Act applies are the Academic Senate and Student Senate (ASNC). However, the spirit of the Brown Act continues to guide business within our Councils to ensure discussions and actions are both open and transparent.

Management Team

Consisting of college administrators and managers, the Management Team is led by the college president and provides an opportunity to discuss issues pertinent to college managers and administrators, such as accreditation, strategic planning, budget, policies, and governance. The scope of administrators and managers in making decisions is determined by the scope of responsibility

and authority delegated to them in job descriptions for administrator and manager positions. The Management Team has discussion with and makes recommendations to the president. This management staff meeting is by invitation only and does not post agendas and minutes.

California School Employees Association (CSEA 535)

The California School Employees Association Chapter 535 is the exclusive representative of classified school employees in the Riverside Community College District. All permanent classified employees are represented by CSEA 535. CSEA 535 is entitled by regulation to provide representation on any college or district task force, committee, or other governance group. (Title 5, section 51023.5(a)(7), California Education Code Section 70901.2(a) and 70902; Government Code Sections 3540 et. seq., 3543.2). CSEA represents classified employees on matters related to governance and mandatory subjects of bargaining such as wages, hours, and other terms and conditions of employment. CSEA has committees to assist in the development and implementation of its mission and goals that directly report to CSEA and are not stand-alone from CSEA.

As an entity of CSEA 535, CSEA's Classified Senate* provides a collective voice for classified professionals in all areas of governance through the classified professional co-chair in the co-chair system, representatives on councils and committees, liaison representatives, and constituent feedback. Its four pillars include professional development and classified recognition. Please refer to the constitution/bylaws/CSEA Committee Appointment Process for CSEA's Classified Senate*, the governance group for CSEA, regarding standing committees and procedures for representative governance.

* CSEA's Classified Senate is not formally recognized by the Board of Trustees or the College.

Confidential Employees

Confidential Employees of Riverside Community College District are determined by the Board of Trustees as specified in Board Policy 6240 and in accordance with applicable law (GC 3540.1(c)). The group is comprised of Executive Administrative Assistants to the Board of Trustees, Chancellor, Vice Chancellors, and College Presidents, as well as select Human Resources positions. The terms and conditions of employment for Confidential Employees are not controlled by any collective bargaining agreement, however, Confidential Employees are part of the classified service and their employment is consistent with the provisions of classified employees.

California Teachers Association (CTA)

California Higher Education Association, California Teachers Association, Riverside Community College Chapter (RCC-CTA), selected by the faculty as its collective bargaining agent under the provisions of Senate Bill 160 (The Educational Employment Relations Act, Gov. Code §§ 3540-3549.3.), represents the faculty on salaries, fringe benefits, and professional matters related to working conditions. It also voices professional concerns in the legislature and the courts, in contract talks, and before the Board of Trustees. Whenever decisions on working conditions are made that affect personal and professional well-being of faculty members, the CTA represents their interests.

Associated Student Government (ASNC)

The Associated Students of Norco College (ASNC) is the official legislative body responsible for the establishment of an effective student government. The duties and responsibilities of the ASNC include but are not limited to: recognize the inherent rights and responsibilities of self-government, represent student interests, rights and concerns, sponsor events and stimulate student awareness and involvement in the many academic, cultural, social, and community opportunities available at Norco College, as well as provide college, local, and state wide representation for the Norco College student body. ASNC Members are also actively involved in various campus committees such as the Assessment Committee, Diversity, Equity & Inclusion Committee, and Academic Leadership Council, to name a few. ASNC appoints student members to serve on councils and standing committees such as those mentioned above so that students' voices can be represented through the planning process. Board policy 3400 (Associated Students Organization) and Title 5, define students' right to participate in community college governance. Refer to the Associated Students of Norco College webpage for the composition of its legislative body and officers.

Roles of College Constituencies

In alignment with our core commitments, all voices are valued and welcomed throughout the Norco College governance process. However, constituency groups have different roles in institutional decision-making as defined in the California education code.

Administration

The College Administration will take an active role in governance by being the primary constituent group responsible and accountable for the formulation and development of college policies and procedures. Education Code § 87002 (b) gives educational administrators "responsibility for supervising the operation of or formulating policy regarding the instructional or student services program of the college or district." Accreditation Standard IV.A.3 states that administrators, "through policy and procedures, have a substantive and clearly defined role in institutional governance and exercise a substantial voice in institutional policies, planning, and budget in their areas of responsibility and expertise." Accreditation Standard IV.A.4 states that academic administrators, "through policy and procedures, and through well-defined structures, have responsibility for recommendations about curriculum and student learning programs and services." According to accreditation Standard IV.A.2, the College "establishes and implements policy and procedures authorizing administrator…participation in decision-making processes." The college achieves administration participation through embedded membership of administrators on committees and councils as well as through the college's procedure outlining how all individuals may bring forward ideas (see Chapter 7) which is in alignment with this accreditation standard.

Faculty

Along with the College Administration, faculty play a primary/central role in the college's strategic planning and policy recommendations maintaining responsibility and accountability for institutional planning and governance. Title 5, §53200 gives the faculty primary responsibility for making recommendations to, or reaching agreement with, the governing board on academic and professional matters. Education Code §70902 (b)(7) further specifies "the right of Academic Senates to assume primary responsibility for making recommendations in the areas of curriculum and academic standards." Upon the passing of AB-1725 in 1988, the Academic Senate is also given "special" authority to formulate policy in the "10 + 1" areas, including "processes for program review, processes for institutional planning and budget development, district and college governance structures, as related to faculty roles, and education program development." RCCD BP 2005 further asserts that the Board of Trustees shall decide on processes for institutional planning and budget development by mutual agreement with faculty reached by resolution, regulation or policy. Refer to the subsequent section entitled "Academic Senate" for the specific 10+1 language.

The Academic Senate shall act in good faith to seek input from students, classified professionals, and administration in all areas that directly impact these constituency groups, as mandated by Title 5. According to Accreditation Standard IV.A.2, the college "establishes and implements policy and procedures authorizing …faculty…participation in decision-making processes." The college achieves faculty participation through embedded membership of faculty members on committees and councils as well as through the college's procedure outlining how all individuals may bring forward ideas (see Chapter 7) which is in alignment with accreditation standards. Accreditation Standard IV.A.3 states that faculty, "through policy and procedures, have a substantive and clearly defined role in institutional governance and exercise a substantial voice in institutional policies, planning, and budget in their areas of responsibility and expertise." Accreditation Standard IV.A.4 states that faculty, "through policy and procedures, and through well-defined structures, have responsibility for recommendations about curriculum and student learning programs and services."

Classified Professionals

Classified professionals (referenced in Ed Code and Board Policy as staff, classified, classified personnel, or classified staff) have an active role in governance by being involved in the formulation and development of district and college policies and procedures per Board Policy 1510. Classified

Professionals are guaranteed opportunities to participate in the formation and development of policies and procedures per Title 5 §51023.5(a)(4)and(6) and RCCD BP 1510. Title 5 §51023.5(a)(4) states, "Staff shall be provided with opportunities to participate in the formulation and development of district and college policies and procedures, and in those processes for jointly developing recommendations for action by the governing board, that the governing board reasonably determines, in consultation with staff, have or will have a significant effect on staff." Additionally, Education Code, §70901(E) gives the classified professionals "the right to participate effectively in district and college governance and the opportunity to express their opinions at the campus level and…ensure[s] that these opinions are given every reasonable consideration." According to accreditation Standard IV.A.2, the College "establishes and implements policy and procedures authorizing…staff participation in decision-making processes." According to accreditation Standard IV.A.1, "Institutional leaders…support…staff…no matter what their official titles, in taking initiative for improving the practices, programs, and services in which they are involved. When ideas for improvement have policy or significant institution-wide implications, systematic participative processes are used to assure effective planning and implementation." While guaranteed the right to participate, there is no responsibility nor accountability for institutional planning and governance (e.g. not in job descriptions nor included in evaluations). The College achieves classified professional participation through: 1) CSEA governance, 2) CSEA appointed representatives serving as members and co-chairs of committees and councils, and 3) through the College's procedure outlining how all individuals may bring forward ideas (see Chapter 7), which is in alignment with accreditation standards.

Classified professionals are appointed to serve on college committees, workgroups/project teams, taskforces, etc. per Education Code §70901.2.(a) which states that, "Not withstanding any other provision of law, when a classified staff representative is to serve on a college or district taskforce, committee, or other governance group, the exclusive representative of classified employees of that college or district shall appoint the representative for the respective bargaining unit members." RCCD recognizes the California Schools Employee Association Chapter 535 as the exclusive representative for classified employees. Per Title V 51203.5 (b) (6) "It is the intent of the Board of Governors to respect lawful agreements between staff and exclusive representatives as to how they will consult, collaborate, share, or delegate among themselves the responsibilities that are or may be delegated to staff pursuant to these regulations." Thusly, CSEA elects to delegate appointment authority to a governance subcommittee of the CSEA. Classified representatives are representatives of the classified body, appointed by CSEA Chapter 535. Additional roles and responsibilities of classified representatives may be outlined in the CSEA Committee Appointment Process.

Students

Students may participate in college governance by being involved in the development of college policies and procedures that have a significant impact on them as defined in Title 5 §51023.7(a). Additionally, Education Code §70901, gives students "the right to participate effectively in district and college governance, and the opportunity to express their opinions at the campus level and ensure[s] that these opinions are given every reasonable consideration." According to Accreditation Standard IV.A.2, the College "makes provision for student participation and consideration of student views in those matters in which students have a direct and reasonable interest." While guaranteed the right to participate, there is no responsibility nor accountability for institutional planning and governance (e.g. not in the student handbook nor any impact on grades). The college achieves student participation through embedded membership of students on committees and councils as well as through the college's procedure outlining how all individuals may bring forward ideas (see Chapter 7) which is in alignment with accreditation standards. Just as the CSEA bargaining unit is empowered to select members to committees and councils, the student associations have the authority to select students for committees/councils under Education Code §76060.

Students serve an important role in governance membership and we value their participation and contributions. Employees should recognize and be sympathetic to the uniqueness of the student member's experience at and with the college. Students may not have the institutional knowledge of a long-time employee and they may not be familiar with the lexicon of the college. Other members should take care to assure abbreviations, acronyms, and language is clear to student members. Student members may

need additional encouragement to participate in the governance process as they may be, at least initially, uncomfortable (intimidated) in the company of college faculty, classified professionals, and administrators.

Overview of Planning and Governance Structure

Decision-making usually occurs through one of three processes: operational, collective bargaining, and college governance (strategic). Each of these processes will be described in more detail below, but in general administrative/operational processes or procedures pertains to decisions related to tactical/operational areas of the college; collective bargaining pertains to decisions related to workplace issues; and college governance/strategic planning pertains to both the 10 + 1 areas stipulated by the State Academic Senate and strategic planning decisions (college councils and committees) not included in the 10 + 1. Norco College has a co-chair system for college councils and committees consisting of members from each of the following groups: faculty, classified professionals, administrators and may include a student co-chair. This does not apply to standing committees of the Academic Senate.

The March 2020 ACCJC Peer Review Team Report stated, "The team found exceptional levels of collaboration and innovation among institutional leaders at the College." The college's governance structure was recognized for "classified professionals, faculty and administrators have an equal voice at the head of the table which facilitates a high level of inclusivity and transparency with decision-making."

Principles for Governance:
- Ensure a structure that eliminates duplicate deliberations
- Ensure transparency, collaboration, and accountability toward shared goals.
- Align governance structure with councils and the four operational areas of the college
- Assign operational discussions to administrative areas whenever possible
- Organize committees/groups around strategic goals and objectives
- Ensure broad inclusion of all constituency groups

What is operational versus strategic?

Not all decisions are strategic. Strategic issues are often focused on the "what" and "why." They are those that not only are specifically relevant to one of our strategic goals and/or KPIs, but also have broad implications beyond one specific group/unit. Strategic planning decisions are long-term (e.g. educational master plan). These include, but are not limited to, college-wide plans and procedures, long-term changes in organizational structure, or addition of resources involving initiatives focused on institutional effectiveness.

Operational decisions are often focused on the "how." They are tactical steps that result in moving our metrics or progression towards a larger strategic goal previously made. They are to be handled at the department, task force, project team, or work group level often determined by job title or functional area of responsibility. Operational issues and decisions are often short term in nature (e.g. unexpected repairs) involving day-to-day tactical execution or shorter-term projects (e.g. enrollment management campaigns) that normally only impact one unit or even one part of a unit. They could be individually determined or implemented by a group. Operational items could be bestowed upon a person or group via delegated authority from a Council, committee, or institutional leader (e.g. President).

One somewhat confusing aspect of this distinction between strategic and operational decisions is that most operational decisions should be focused on the strategic plan and in that way could be mislabeled as a strategic decision. For example, establishing EMP objective #2.6 (Increase percent of students who receive financial aid from 73% to 81%) is strategic. Thusly, expanding the hours of operation for the Cashier's Window may have been rooted on supporting this student success strategic goal, however the decision and its execution is operational and not strategic. This is because it involves day-to-day operations, does not alter any existing institutional plans or planning documents, and falls within the management rights of the CTA and CSEA collective bargaining agreements. Creating college-wide plans is strategic; carrying out and implementing the tactics thereto are operational.

Chapter 6 outlines the approval and decision-decision making process for individual items depending if they are operational or strategic. The Leadership Council descriptions in Chapter 7 also provide sample items that would be relevant for a Council agenda versus those more relevant for an operational unit/team (typically identified by the organizational chart) to address. A guiding principle is to ensure the Councils

only entertain and discuss items of strategic importance and not tactical or operational matters. To the extent possible, the scope and purview of strategic versus operational issues should be specified within a given entity's charter.

Below is a visual representation of the alignment amongst the strategic planning councils and their associated committees/project teams. The composition of Norco College's strategic planning structure is purposefully always changing and evolving. Refer to the college website for currently active strategic planning groups and approved charters.

Note: 10+1 matters go to Academic Senate. Operational matters go to Executive Cabinet. Institution-wide strategic matters go through the Councils. NC inclusively receives input from students, classified professionals, faculty and managers via embedded membership in the committees and councils. Additional details and narrative in the Strategic Planning & Governance Manual.

Minutes or Notes

Recorded minutes/notes of meetings for our governance entities are not only in alignment with our core commitments of inclusiveness and integrity, but they also serve as institutional memory and are important evidence for accreditation (Robert's Rules of Order, 12th ed. 2020. 48:1, (446)). All councils and committees are to take meeting minutes, which will provide an accurate reflection of the actions of the council or committee. Minutes are not intended to be a detailed account of all items discussed, just an account of the main points and any relevant context. Minutes are reviewed and approved by the membership at a subsequent meeting (Robert' Rules of Order, 12th ed. 48:9 (450)) and posted on the entity's respective webpage within three business days following their approval.

All other governance entities may opt to take notes instead of minutes. Notes are brief synopses of meetings that summarize the main themes of discussions. Notes should be distributed within five business days to all members, who will proof them for accuracy They should then posted either publicly online or internally in a shared-file repository within ten business days of the meeting. Notes do not need to be approved at a subsequent meeting before sharing, thus facilitating more rapid communication. Links to ADA compliant templates and best practices for both notes and minutes are provided within the appendix.

Membership Appointments

For college governance entities where a constituent representative is warranted/requested:

- The process for faculty appointments is determined by the Norco College Academic Senate.
- The Associated Students of Norco College (ASNC) maintains the right to select student representatives on district and college committees
- Per Article VI(H) of the RCCD collective bargaining agreement, and Education Code 70901.2, CSEA Chapter 535 maintains the right to appoint classified professional representatives on district and college committees, please see CSEA's Committee Appointment Process.
- Norco College administrators shall be appointed to governance entities by the Executive Cabinet.

Governance Entities

Norco College and the Riverside Community College District constituent groups derive their roles and responsibilities through Government Code, California Education Code Title 5, the California Code of Regulations, board policy and accompanying administrative regulations, and job descriptions.

Board of Trustees

The Board of Trustees governs on behalf of the citizens of the Riverside Community College District in accordance with the authority granted and duties defined in Education Code §70902.

Per RCCD Board Policy 1200, the board's commitment is to:

- Establish broad policies to guide the institution.
- Select a chief executive officer who serves as the Chancellor.
- Ensure the fiscal integrity of the institution by establishing the necessary policies needed for proper accounting of receipts and disbursements of District funds, including approving an annual budget and providing for an annual audit.
- Act upon recommendations of the Chancellor regarding utilization, development, maintenance, and repair of the physical plant including all buildings, grounds, and equipment.
- Approve educational programs and services and provide for the public dissemination of this information.
- Through appropriate Board policies, delegate power and authority to the Chancellor, so that he/she can effectively lead the District.
- Develop guidelines for negotiations of collective bargaining contracts of the employees of the District.
- Carefully review reports from the Chancellor on programs and conditions of the Colleges and District, to assure quality institutional planning and evaluation.
- Appoint or dismiss employees upon recommendation of the Chancellor in accordance with law.
- Serve as the board of final appeal for students and employees of the Riverside Community College District

Chancellor

California Education Code §70902(d) and Board Policy 1430 defines the board's delegation of authority to the chancellor. The board of trustees shall employ a qualified person as chancellor and chief administrative officer of the district. The chancellor has full authority and responsibility for the proper conduct of the business and educational programs of the district.

The board of trustees specifically authorizes the chancellor to perform the following functions:

- The executive responsibility for administering the policies adopted by the Board and executing all decisions of the Board of Trustees requiring administrative action
- To delegate any powers and duties entrusted to him or her by the Board of Trustees (including the administration of the District and colleges), but will be specifically responsible to the Board for the execution of such delegated powers and duties.
- To reasonably interpret Board Policy. In situations where there is no Board Policy direction, the Chancellor shall have the power to act, but such decisions shall be subject to review by the Board of Trustees. It is the duty of the Chancellor to inform the Board of such action and to recommend written Board Policy if one is required.

- To perform the duties contained in the Chancellor job description and fulfill other responsibilities as may be determined in annual goalsetting or evaluation sessions. The job description shall be developed by the Board of Trustees. The goals and objectives for performance shall be developed by the Board of Trustees in consultation with the Chancellor.
- To ensure that all relevant laws and regulations are complied with, and that required reports are submitted in a timely fashion.
- Make available any information or give any report requested by the Board of Trustees as a whole. Individual Board member requests for information shall be met if, in the opinion of the Chancellor, they are not unduly burdensome or disruptive to District operations. Information provided to any Board member shall be provided to all Board members.
- To act as the professional advisor to the Board of Trustees in policy formation.

College President

As stated in Board Policy 1430 regarding delegation of authority to the college president, authority flows from the Board of Trustees through the Chancellor to the College Presidents. Each College President is responsible for carrying out the district policies. Each College President's administrative organization shall be the established authority on campus. The College President is the final authority at the college level.

It is the role and responsibility of the President to provide leadership of campus level discussion and the governance process. The President leads decision making at the college level which directly affects the operation of the college. Along with the Executive Cabinet, the president receives proposals/recommendations from the College Council and the president makes final approval decisions. For proposals that need RCCD governance input and/or Board of Trustees approval, the president provides guidance through those processes. It is the responsibility of the President to establish and maintain a climate which encourages open discussion and communication across all areas of the campus. It is further the responsibility of the President to promptly communicate college and District decisions to all staff. The specific duties of the President are described in the President's job description, which is on file in the Department of Diversity and Human Resources.

Per the current job description, the College President shall perform the following functions related to strategic planning and governance:
- Advocate shared governance and promote collegiality, staff cohesiveness and respect among all title college constituencies.
- Foster a positive image of the college by promoting its accomplishments and developing appropriate marketing strategies to enhance the special relationship between the college and the community.
- Serve as an advocate for the campus locally, statewide, nationally and globally and articulate the mission of the campus and California Community Colleges.
- Plan, organize, coordinate and direct the educational programs and activities of the campus in accordance with the District plan and the policies of the Board of Trustees; perform leadership duties in the administration of the campus; supervise and evaluate the performance of assigned staff.
- Promote and support an excellent environment for teaching, learning and student success and encourage creativity and innovation in instruction and student services.
- Review the campus organization and staffing with the goal of creating a streamlined, effective, and responsive organization.
- Understand and appreciate labor relations with the faculty and support staff associations based on knowledge and experience in collective bargaining and conflict resolution.
- Provide leadership and commitment to diversity and equal employment opportunity that leads to a culture reflective of the community.
- Keep institutional planning and research current and viable.
- Provide experience and leadership in the continuing development of the strategic planning process and the academic and facilities master plans that drives the budget process, resource allocation, future development and facilities planning.

Academic Senate

Per Title 5 § 53200 and RCCD BP 2005, the Board of Trustees recognizes the Academic Senate(s) of the Riverside Community College District as the organization(s) representing the faculty in the formation of District policy on academic and professional matters. The primary function of the Riverside Community College District Academic Senate(s) is to make recommendations with respect to the following academic and professional matters:

1. Curriculum, including establishing prerequisites and placing courses within disciplines;
2. Degree and certificate patterns;
3. Grading policies;
4. Educational program development;
5. Standards or policies regarding student preparation and success;
6. Policies for faculty professional development activities;
7. District and college governance structures, as related to faculty roles;
8. Faculty roles and involvement in accreditation processes, including self- study and annual reports;
9. Processes for program review;
10. Processes for institutional planning and budget development; and
11. Other academic and professional matters.

The Board of Trustees relies primarily on the recommendations of the Academic Senate(s) for items 1 through 5 and 8. The Board of Trustees will come to mutual agreement with the Academic Senate on items 6-7 and 9-11, including items related to the college governance structure (RCCD BP 2005). Notably, the processes for institutional planning and budget development is a 10+1 item. According to Education Code, the Academic Senate is also responsible for jointly developing policies and procedures with the District related to faculty hiring (§87360(b)) and administrative retreat rights (§87458(a)).

The Norco College Academic Senate is a representative body, including elected faculty representatives from every academic department. The Academic Senate has a right to participate effectively in decision-making and planning-related efforts toward academic and professional matters (Title 5, §53203) and makes recommendations to the College administration and to the Board of Trustees regarding academic and professional matters (defined by AB1725, §53200).

It also facilitates communication among faculty, students, administration, and the Board of Trustees in all matters related to community college education. All members of the Norco College community are invited to attend meetings of the Academic Senate and are encouraged to express their views and concerns to Academic Senate representatives. The Norco Academic Senate usually meets the first and third Monday of the month from 1:30-3:30 PM during the fall and spring semesters.

Educational Master Plan Objective Assignments

- Objective 4.3 - Increase percentage of faculty who complete Teaching Men of Color in the Community College certificate from 3% to 40% (125 out of 315 faculty)
- Objective 7.1 - Develop comprehensive breadth of academic programs
- Objective 7.2 - Develop Career & Technical Education programs and industry credentials related to regional needs
- Objective 7.3 - Develop and implement plan for noncredit and noncredit- enhanced programming
- Objective 7.5 - Add capacity to existing disciplines with a demonstrated need.
- Objective 8.3 - Revise governance process - formalize all unwritten governance processes for more effective implementation of the Educational Master Plan.
- Objective 8.4 - Develop, evaluate, and monitor our governance, decision- making, and resource allocation processes on the basis of the college mission and plans.
- Objective 9.4 - Develop strategy to maximize the number of classified, faculty and managers involved in college governance without compromising mission-critical work
- Objective 9.5 - Develop strategy to maximize student-faculty time; Resist pulling faculty from students to do administrative work; Evaluate release time
- Objective 9.6 - Develop strategy and work collaboratively with the district to increase the proportion of full-time faculty toward the 75/25 ratio

Executive Cabinet

The four college vice-presidents serve as the Executive Cabinet to the president. The Executive Cabinet is charged to make recommendations to the president regarding financial and institutional-level decisions that have proceeded through the governance process, monitor the effectiveness of the college, report pertinent information from the divisional areas, and communicate back to divisions based on shared information or decisions. The Executive Cabinet is also accountable for ensuring the institution follows all federal/state laws, board policies, collective bargaining agreements, and management rights as documented in the [Faculty Association Agreement](#) (Article III), the [CSEA Agreement](#) (Article II), and applicable Board Policies.

Educational Master Plan Objective Assignments

- Objective 8.3 - Revise governance process - formalize all unwritten governance processes for more effective implementation of the Educational Master Plan.
- Objective 8.4 - Develop, evaluate, and monitor our governance, decision- making, and resource allocation processes on the basis of the college mission and plans.
- Objective 9.4 - Develop strategy to maximize the number of classified, faculty and managers involved in college governance without compromising mission-critical work.

College Council

Purpose

The College Council (formerly ISPC) oversees institutional planning, monitors institutional progress in achieving the college's Key Performance Indicators (KPIs), ensures the integration of institutional strategic plans, and provides recommendations to the President.

The Co-Chairs of the five Councils and AS leadership shall serve as a work group to coordinate the common agenda items and communication items for subsequent Leadership Council meetings and coordinates with the Academic Senate as appropriate. The College Council will discuss proposals and recommendations received from the four Leadership Councils and Academic Senate deemed to have strategic, college-wide impact. After College Council input, college-wide strategic plans or proposals will then be accepted and forwarded to the College President. When appropriate, the President shall communicate recommendations/decisions to the District Strategic Planning Council (DSPC) and/or Chancellor and facilitate district-wide communications. The College Council's three co-chairs (faculty, administration, and classified professional) also attend DSPC meetings.

The College Council receives recommendations/plans/proposals from the four Leadership Councils that involve institution-wide impact, selected strategic plans, or those that may impact the district/region. The College Council will deliberate and consider proposals and recommendations from the college leadership councils and or college president. They will also coordinate the common agendas and communication items that should be shared/addressed at subsequent Leadership Council meetings. After College Council input, college-wide strategic plans or proposals will then be forwarded to the President and possibly to District Strategic Planning Council/Chancellor/Board of Trustees, as appropriate.

Meetings

Whereas District Strategic Planning Council (DSPC) typically meets monthly on the third Friday, College Council meetings will be held during college hour on the second Thursday of the month during the regular semester to allow time for agenda items appropriate to DSPC to move forward for district-level decision making. As deemed necessary by the presiding chairs, additional College Council meetings and/or retreats may be held.

Whenever possible, the co-chairs of all councils along with the Academic Senate president will meet weekly to provide direction on the general work of the councils. These weekly planning meetings will be held on Wednesday mornings during the regular semester. Regular council meetings are not subject to the Brown Act however minutes should be taken, verified for accuracy, and posted on the college website.

Co-Chairs

The College Council is led by a faculty, classified professional, and administrative co-chairs. The co-chairs work collaboratively, transparently, and as a team to ensure that the duties of the three chairs are shared. To the extent possible, co-chair appointments and elections shall be made in staggered terms to help ensure group stability: faculty co-chair will be elected in even years and classified professional co-chair will be appointed in odd years. It is recommended that chairs are limited to serving a maximum of two, two-year terms unless there is no other candidate qualified to take the position This is to facilitate broad participation, the rotation of ideas/perspectives, and to broaden leadership development opportunities. Previous council membership is not required to serve as council or committee co-chair.

- Faculty co-chair is elected by the council/committee membership from the faculty members on the respective councils/committees. Faculty chairs/co-chairs of councils and standing committees of the Academic Senate must be confirmed by the Academic Senate, as required by the Academic Senate Bylaws. If the faculty membership of a council or standing committee is unable to select a chair/co-chair, then the chair/co-chair will be selected by the Academic Senate.
- Classified professional co-chair is appointed by the CSEA's Committee Appointment Process. Reference the process for terms and conditions of appointments and reappointments.
- The college President shall appoint administrative co-chairs of councils and standing committees based upon positional purview/responsibility/accountability. Administrative co-chairs may persist beyond two-year terms due to operational accountability and functional responsibility.

Terms of Membership

College Council members will serve a two-year term. To the degree possible, appointments and elections shall be made in staggered terms. Just like Leadership Councils, consecutive terms are not recommended.

- The prescribed College Council membership represents all areas of the institution whereby members are responsible for representing their respective areas/councils and ensuring communication flow amongst their respective areas/councils.
- Co-chairs for Student Support Council (SSC) and Academic Council (AC) established in even years (e.g. 2020-2021).
- Co-chairs for Institutional Effectiveness & Governance Council (IEGC) and Resources Council (RC) established in odd years (e.g. 2021-2022)
- Norco College Academic Senate (NCAS) and CSEA shall confirm the subsequent year appointments by June 1st annually.
- The college vice president of CTA and the college vice president of CSEA 535 (or their designee) shall also be ex officio members of the College Council.
- The recommended expertise on the five councils are to help facilitate that germane subject knowledge is included while making decisions. While such suggested participation is preferred it is not required.

Voting & Quorum

The presiding co-chairs should only vote in accordance with the expectations of parliamentary procedure (Robert's Rules of Order 12th ed. 2020 44:12 (384)). ASNC appoints one voting member and one alternate member for a total of one vote and one person counted towards quorum; the alternate may cast their vote if the primary member is absent. Unless otherwise stated in the charter, all other specified members of the College Councils are voting members. The proper parliamentary definition of quorum is "a majority of members" (i.e. 50 percent, plus one of voting membership) (Robert's Rules of Order 12th ed. 2020 40:1 (328)). In the event of an e-vote, at least 50 percent +1 of voting member are needed to respond to meet quorum and the majority consensus passes. Attendance/participation may be in-person or virtual; synchronous virtual votes are permitted. Proxies or designees sent by absent members with voting authority are not permitted. Meeting are open and all voices are valued in helping the group make decisions (predominantly by consensus).

Our five councils are technically considered "deliberative committees" as defined by the American Institute of Parliamentarians (AIP) Standard Code of Parliamentary Procedure. As such, according to the AIP, "Unlike the presiding officer of an assembly, the chair of a committee takes an active part in its discussion and deliberations and has all the rights of the other members, including the right to present motions and vote." (2012, p, 189). Robert's Rules of Order concurs in this regard and states the (co)chair may, "speak in informal discussions and in debate, and vote on all questions" (49:12, p.465). Thusly, all co-chairs may vote as members of the council and they count towards quorum.

Leadership Councils
Purpose
Each Council is responsible for facilitating, coordinating, monitoring, and annually reporting progress of their assigned Educational Master Plan (EMP) goals. Each Council delegates decision-making authority and the college-wide implementation of efforts and projects to specific operational committees, groups, or positions. They ensure all affiliated committees and project groups have a clear charter which clarifies their role, scope, and expectations. Ultimately the strategic coordination of EMP Key Performance Indicator (KPI) improvement rests with each Council.

The four Leadership Councils (Academic, Institutional Effectiveness & Governance, Student Support, and Resources) inclusively allows all members of the college community to participate in the strategic decision-making and governance process. Feedback and input from students, faculty, classified professionals, and administration are embedded via intentional, representative membership. The Councils facilitate collaboration and teamwork to promote dialogue and joint problem solving on key matters.

For institution-wide plans of strategic importance, the Leadership Councils make their recommendations to the College Council. For operational/tactical matters, the Councils defer or make recommendations to the area Vice President. The three presiding co-chairs of each leadership council (faculty, administration, and classified professional) are responsible for communicating all decisions to the respective council members, committees, and workgroups.

Councils receive proposals from their corresponding standing committees and discuss matters of institutional strategic importance. They may also develop their own proposals based on council input and direction. Since councils represent comprehensive membership of all college constituencies, council members will review proposals/plans to make sure it accurately reflects issues that their role/position represents on the council. By reviewing proposals from this perspective, councils assure that wide constituency input was provided in the governance/decision making process. For institution-wide proposals, the councils will make the decision to accept, or not to accept, and will forward accepted items to the College Council. If a decision is made to approve a proposal that requires funding, it should also be decided in which program review it will be included if not already in one. For proposals that involve the district, Board of Trustees, and/or other colleges, the Leadership Council will forward to College Council with their recommendation(s). Affiliated committees and project teams will be able to provide reports to their affiliated leadership councils. Note that for standing committees of the Academic Senate, committee recommendations addressing any 10 + 1 area will be forwarded directly to the Academic Senate. Strategic decisions (such as the approval of charters, or structures to advance progress on the assigned EMP objectives) will be made by consensus at the Leadership Council level and are often not required to be forwarded unless otherwise specified by the College Council. Strategic decisions can be made by consensus that are not previously listed as an action item.

Responsibilities
The charge and responsibilities of the four Leadership Councils (excluding standing committees of the Academic Senate) include:
- Coordinate, develop, assess, monitor, and evaluate the college's long- range strategic plans to which they are assigned
- Review and approve the Program Review plans and prioritized lists in the areas for which they are responsible

- Facilitate collaboration and monitor the specific activities of related committees and workgroups
- Forward strategic recommendations to the College Council
- Forward operational recommendations to the Vice Presidents.
- Facilitate the dissemination of strategic planning information to the college community from the College Council
- Ensure operational functions and tactics are coordinated and implemented at the committee/workgroup/operational group levels
- Report progress on objectives annually to ensure the college meets long-term targets/goals as outlined in the Educational Master Plan.
- In alignment with evaluation procedure one, committees will report out to their leadership council and the Leadership council will report to College council.
- Leadership councils are responsible for scheduling rotation of reports from chartered entities and providing guidance on the content of said reports.
- Responsible for ensuring that committees and workgroups address accreditation standards and QFE obligations within their charter and in annual reports.

Leadership Council meetings are open to the college community. They are expected to produce an agenda (Robert's Rules of Order 12th ed, 2020 41:1 (333)) and recorded minutes.

Each leadership council will be supported by committees, sub-committees, project teams, and workgroups to address specific issues or to accomplish a designated task. All Councils and Committees, except those connected to the Academic Senate, CTA, or CSEA, should have a clearly defined and posted charter, including the group's charge, membership from each constituency group, meeting frequency, deliverable expectations, EMP objective assignments, and the expiration date of the charter.

The membership composition of committees shall be decided by the respective Leadership Council and should have the expertise necessary to complete the assigned task. Membership should not be established based on solely on parity but rather on functional expertise. Committees, sub-committees, project teams and workgroups shall make decisions by consensus and either implement the decision or forward their recommendation(s) to the appropriate leadership council or Vice President. All voting council members are encouraged to serve on at least one of the council's major sub-committees in order to facilitate communication and integration. The strategic planning leadership council and committee structure is outlined in Chapter six. The membership and structure of the Academic Senate committees that report to the councils shall reflect the Constitution and Bylaws of the NCAS.

Voting & Quorum

The presiding co-chairs should only vote in accordance with the expectations of parliamentary procedure. ASNC appoints one voting member and one alternate member for a total of one vote and one person counted towards quorum; the alternate may cast their vote if the primary member is absent. Unless otherwise stated in the charter, all other specified members of the Leadership Councils are voting members. Any voting member of a Leadership Council cannot concurrently serve as a voting member on another Leadership Council. The proper parliamentary definition of quorum is "a majority of members" (i.e. 50 percent, plus one of voting membership) (Robert's Rules of Order 12th ed. 2020 40:1 (328)). In the event of an e-vote, at least 50 percent +1 of voting member are needed to respond to meet quorum and the majority consensus passes. Attendance/participation may be in-person or virtual; synchronous virtual votes are permitted. Proxies or designees sent by absent members with voting authority are not permitted. Meeting are open and all voices are valued in helping the group make decisions (predominantly by consensus).

Our five councils are technically considered "deliberative committees" as defined by the American Institute of Parliamentarians (AIP) Standard Code of Parliamentary Procedure. As such, according to the AIP, "Unlike the presiding officer of an assembly, the chair of a committee takes an active part in its discussion and deliberations and has all the rights of the other members, including the right to present motions and vote." (2012, p, 189). Robert's Rules of Order concurs in this regard and states the (co)chair may, "speak in informal discussions and in debate, and vote on all questions" (49:12, p.465). Thusly, all co-chairs may vote as members of the council and they count towards quorum.

Meetings

During the primary terms, one meeting per month during College Hour (12:50-1:50) concurrent with other Leadership Council meetings. Meetings during partial months (e.g. Feb & Dec) shall be uniformly determined by the College Council. All regularly scheduled meetings shall take place during the fall and spring terms (retreats, planning sessions may be convened during summer/winter intersessions), or as deemed necessary. Meetings are not subject to the Brown Act however minutes should be taken, verified for accuracy, and posted on the college website.

Membership

Each council has, as its voting membership, a faculty co-chair, an administrative co-chair, and a classified professional co-chair. Faculty, classified professionals, and administrative appointments shall be made by the Academic Senate, California School Employees Association 535 (CSEA 535), and the college president, respectively. Each Council's membership is very intentional. The guiding intent is to ensure the right expertise and voices are at the table to help make informed, strategic decisions. Thus, future membership composition changes should not be capricious nor focused on quantitative parity. While each constituency group retains the right to appoint the specific individual within the stated classifications and position of expertise, the college recommends specific roles/perspectives/positions for membership. Constituencies may be able to achieve an efficiency in functional representation on a given council if one individual can represent two perspectives. For all Council membership compositions, each constituency group (Academic Senate, CSEA 535, Management) at their discretion may elect to "merge" the recommended expertise of two individuals into one person, and that individual will simultaneously represent both perspectives. If this is elected, 1) the total number of constituency representative members can reduce but not exceed the total amount, and 2) the individual may maintain both "seats" and both "votes" should a vote be required.

A chair may contact another co-chair who has been derelict in their duties or misses two regularly scheduled meetings to assess the problem. If appropriate, the chair(s) may contact the constituency group leadership regarding such absenteeism, with the hope of resolving the situation and avoiding underrepresentation. Such absentee members may be replaced by the constituent group. To facilitate communication and integration between the leadership councils and associated committees, it is recommended that the committee chairs are voting members of the council, whenever possible. At the beginning of each academic year, each council shall update their webpage and provide the College Council with a roster of voting members, and any other participating or ex officio members, if applicable.

Leadership Council Co-Chairs

The Leadership Councils are led by a faculty, classified professional, and administrative co-chairs. The co-chairs work collaboratively, transparently, and as a team to ensure that the duties of the three chairs are shared. To the extent possible, co-chair appointments and elections shall be made in staggered terms to help ensure group stability: faculty co-chair will be elected in even years, and classified professional co-chair will be appointed in odd years. It is recommended that chairs are limited to serving a maximum of two, two-year terms unless there is no other candidate qualified to take the position This is to facilitate broad participation, the rotation of ideas/perspectives, and to broaden leadership development opportunities. Previous council membership is not required to serve as council or committee co-chair.

- Faculty co-chairs are elected by the council/committee membership from the faculty members on the respective councils/committees. Faculty chairs/co-chairs of councils and standing committees of the Academic Senate must be confirmed by the Academic Senate, as required by the Academic Senate Bylaws. If the faculty membership of a council or standing committee is unable to select a chair/co-chair, then the chair/co-chair will be selected by the Academic Senate.
- Classified professionals co-chairs are appointed by the CSEA's Committee Appointment Process. Reference the process for terms and conditions of appointments and reappointments.

- The college President shall appoint administrative co-chairs of councils and standing committees based upon positional purview/responsibility/accountability. Administrative co-chairs may persist beyond two-year terms due to operational accountability and functional responsibility.

Committees

All committees must have either formal bylaws or a formal charter posted on their webpage clearly identifying their charge/purpose, sponsoring council or Academic Senate, scope of responsibilities, expected deliverables, EMP objective assignments, meeting frequency, and expiration duration of charter. Charter changes are permitted and encouraged as any of the above areas change. Since charters are submitted on an annual basis, any changes to charters will be made at that time. The remaining items of this section pertain to college committees (not CSEA, CTA, or ASNC subcommittees). Please refer to the Academic Senate constitution/bylaws/charters regarding procedures for standing committees of the Academic Senate.

Purpose

Committees provide for the involvement of faculty, administrators, classified professionals and students in deliberations regarding day to day and long-range planning pertaining to the committee's charge.

Responsibilities

All committees are expected to produce an agenda and either notes or minutes. Each committee shall organize and direct its meetings to effectively accomplish the responsibilities, assigned EMP objectives, and charge of the committee.

Voting & Quorum

Unless otherwise noted in the charter as ex officio members, all members of standing committees are voting members. Committee charters should specify both the membership composition as well as those with voting rights (e.g. ASNC may appoint alternate members to ensure effective participation without an additional vote). The proper parliamentary definition of quorum is "a majority of members" (i.e. 50 percent, plus one of voting membership) ([Roberts Rules of Order 12th ed. 2020 40:1 (328)](#)). In the event of an e-vote, at least 50 percent +1 of voting member are needed to respond to meet quorum and the majority consensus passes. Attendance/participation may be in-person or virtual; synchronous virtual votes are permitted. Proxies or designees sent by absent members with voting authority are not permitted. Meeting are open and all voices are valued in helping the group make decisions (predominantly by consensus).

Meetings

One meeting per month for the duration of no longer than 90 minutes during the fall and spring terms. 50-minute or 80-minute meetings (permitting a passing period) are advised. College committee meetings are not subject to the Brown Act. Either minutes should be taken and posted on the college website, or summary notes should be taken and archived on a file sharing platform.

Membership

Members shall serve a two-year term. To facilitate cross-training and broader institutional participation, the rotation of membership within each constituency group is highly encouraged but there is no restriction on serving multiple consecutive terms.

Committee Members

Committee members will be active participants who represent their constituencies, vote on their behalf, and communicate committee activities to their constituent groups. Each committee member is expected to be an active communicator on behalf of the committee. Each committee member has a responsibility to communicate committee information and decisions to their constituency group through

appropriate methods, both formally and informally, so that activities are clear, transparent and widely known. Non-Academic Senate committee membership (e.g. Diversity, Equity & Inclusion) often reflects all appropriate constituent groups at the college. Members experiencing a protracted absence (e.g. maternity/medical leave) may be substituted by appointing body.

Student Committee Members

Each committee should be comprised of at least one student who will be appointed by the ASNC. The purpose of the student member is to convey the perspective of students in the conversations or issues being discussed. Each student will serve a term for the duration of the academic year unless they leave the college before their year has ended. Student members have the same voting rights as any other member of the committee.

Committee Co-Chairs

The committees are led by a faculty, classified professional, and administrative co-chair. The co-chairs may include a student representative as a fourth co-chair as defined in the charter. The co-chairs work collaboratively, transparently, and as a team to ensure that the duties of the three chairs are shared. To the extent possible, co-chair appointments and elections shall be made in staggered terms to help ensure group stability: faculty co-chair will be elected in even years and classified professional co-chair will be appointed in odd years. It is recommended that chairs are limited to serving a maximum of two, two-year terms unless there is no other candidate qualified to take the position This is to facilitate broad participation, the rotation of ideas/perspectives, and to broaden leadership development opportunities. Previous membership is not required to serve as a committee co-chair.

- Faculty chairs are elected by the committee membership from the faculty members on the respective committees.
  - Faculty chairs/co-chairs of standing committees of the Academic Senate must be confirmed by the Academic Senate, as required by the Academic Senate Bylaws. If the faculty membership of a standing committee is unable to select a chair/co-chair, then the chair/co-chair will be selected by the Academic Senate. Standing committees of the Academic Senate may be comprised of a faculty and administrative co-chair per the Academic Senate By-Laws, college committees are comprised of three co-chairs.
  - The Academic Senate shall not confirm faculty co-chairs of college committees. Local committee faculty members shall hold an election for faculty co-chairs. If they cannot reach a decision, the vote for that faculty leads goes to the entire committee membership to elect.
- Classified professional co-chairs are appointed by the [CSEA's Committee Appointment Process](#). Reference the process for terms and conditions of appointments and reappointments.
- The college President shall appoint administrative co-chairs of committees based upon positional purview/responsibility/accountability. Administrative co-chairs may persist beyond two-year terms due to operational accountability and functional responsibility.

The chairs of each college committee work collaboratively as a team and share responsibility for setting meetings and agendas that conform to each committee's purpose (charge); to lead/facilitate/manage the meetings; to work with the recorder in posting agendas, minutes, and handouts on the college website and/or the committee shared document repository; to clearly identify committee recommendations/decisions and action items for the committee; to work in the spirit of collegiality through consensus; and ensure that the decision-making process is clear and transparent. All committee-related communications should be made to the co-chairs demonstrating inclusivity with a high level of transparency. The co-chairs forward the actions and recommendations/decision of the committee to the appropriate council (strategic plans) or administrator (operational/procedural matters). When the committee cannot come to consensus, it is the co-chairs' responsibility to follow the process identified in the committee's bylaws/charter to resolve the issue.

Institutions are required to establish and implement "policy and procedures authorizing administrator, faculty, and staff participation in decision-making processes" (Accreditation Standard IV.A.2.). The policies make provisions for student participation and consideration of student views in those matters in which students have a direct and reasonable interest. Policies should specify the manner in which individuals bring forward ideas and work together on appropriate policy, planning and institutional governance (Accreditation Standard IV.A.2.).

Board Policy and Administrative Procedure 2550 Institutional Planning along with Board Policy and Administrative Procedure 1510 Participation in Local Decision Making are the district policies which provide the foundation for college governance and institutional planning.

At the local level, Norco College has established a robust planning and decision-making process which includes the Academic Senate and its standing committees, as well as a number of other standing committees, councils, and project teams, each with its own unique membership and purpose. Representation within chartered governance groups includes faculty, classified professionals, administrators, and students who make significant contributions based on their particular areas of expertise and knowledge.

In addition, the College solicits input from a variety of community entities such as career and technical advisory groups, local Unified School Districts, local Chambers of Commerce, the President's Advisory Board, and non-governance employee meetings/venues such as town hall meetings, all-faculty meetings and classified professional forums.

Procedure for Bringing Forward Ideas

Accreditation Standards IV A.1-2 provides guidance for all stakeholders to help advance institution-wide improvement. Standard IV.A.2 states, "…Policy specifies the manner in which individuals bring forward ideas and work together on appropriate policy, planning, and special-purpose committees." This manual outlines these decision-making processes. The Norco College policy for bringing forward ideas follows:

Any individual (employee or student at Norco College) or group of individuals (program or discipline) may develop ideas and proposals on any topic germane to the operation of the college. Individuals wishing to bring forward ideas may do so by bringing their ideas directly to the project team, workgroup, committee or council most closely associated with the topic. If guidance is needed in the selection of a starting point, individuals may seek input from any member of a Leadership Council or a College Vice President. Committee, Council and Academic Senate meetings, except closed or executive sessions, are open to all individuals. Plans/ideas/recommendations from any individual or governance entity that has broad impact on institutional resources and/or long-term planning will need to be directed to the leadership councils or the Academic Senate for approval of further vetting. After meeting with the appropriate council or Academic Senate the individual will be directed as to the next steps to be taken in the process. For implementation, some ideas may require the approval of the College Council. In most instances, items are moved from a committee or project team to either the Academic Senate (10 + 1) or a leadership council; however, individuals may also bring germane items directly to the College Council with the prior approval from at least two College Council co-chairs. All decisions are forwarded as recommendations to the College president unless previously delegated or noted in a charter.

Decision-Making Process of all Governance Entities

All action items brought before each governance entity will be added to the agenda by the chair/co-chairs, and the agenda shall be approved openly at its meetings. Individuals should contact their representatives and/or the chair/co-chairs regarding the process for adding an item to a meeting agenda, and this process should be published on each entity's webpage and within its charter. Action items do not require first and second readings so long as information is disseminated in advance for member review. Meeting material requiring action shall be distributed at least 72 business hours before meetings thusly only necessitating a single read. It is recommended that decisions will be made through discussions resulting in consensus (Robert's Rules of Order 12th ed 2020 xlvii). Consensus is reached by

discussing elements of a motion or action item that are of concern to any constituency until concerns are resolved as fully as possible (Robert's Rules of Order 12th ed 2020 xlvii). Every attempt will be made to arrive at consensus so that all parties can live with the action moving forward. If there is a lack of consensus on an action item, it is recommended to continue discussion at subsequent meetings and/or designate an ad hoc group to conduct further research/analysis to further inform the membership. For action items discussed where consensus is not reached,, a vote will be taken with the majority decision (Robert's Rules of Order 12th ed 2020 44:1 (379)) as the final decision. Once a decision is made by the group, the decision represents the voice of the body.

In addition to council meeting agendas and notes/minutes, the Regular Update shall be the method for communicating with the broader college community about governance decisions made, new project teams formed, governance activities, and progress on our EMP goals.

Some operational decisions will be made at the committee-level and not forwarded to a council. Samples of these decisions include:

- Implementing tactics to make progress on their assigned EMP objectives
- Internal decisions on how the committee will conduct its business (e.g. in-person versus virtual meetings).
- Operational decisions that require expertise of committee and are part of the committee's charge (e.g., 10+1 issues related to Academic Senate Standing Committees).
- The explicit fulfillment of deliverables as stated in their charter

Establishing Governance Entities

Governance entities are composed of a variety of individuals such as administrators, managers, students, faculty, and classified representatives with a prescribed focus that is in accordance with their charter. Councils may only be established by the President, often with a recommendation from the College Council. Other governance entities (defined below) may be created by the Academic Senate, the office the president, or a Council. Approval of charters are action items only requiring one read. Governance entities expire unless their sponsoring entity renews their charter. Formal minutes for meetings are not required unless the group is subject to the Brown Act. However, notes could be taken to document progress and key decisions by governance entities.

Proposal Process

Governance entities may develop proposals based on group input or direction (e.g. established charter). Some decisions may need to be forwarded to the appropriate overseeing council in the form of a recommendation or report. Once a proposal is submitted, the committee/council considers it and deliberates whether the proposal should stand as submitted or be amended. Either through consensus or a majority vote, the committee/council will vote on whether or not to accept a proposal. If the entity votes not to accept the proposal, it will not be forwarded. The decision of the committee/council is based on the content of the proposal and the expertise of the committee members. Proposals can always be resubmitted to the committee/council at a later time. If the proposal is accepted, it will be forwarded to the appropriate council and/or the Academic Senate for approval. The aligned leadership council or Academic Senate then either approves the recommendation and forward it to the College Council (if necessary) or returns the proposal with feedback.

Appeals Process of Committee/Council Decisions

The Appeals process is used in a situation in which a faculty, classified professional, or administrator believes that the strategic process was not followed in arriving at a decision.

1. An ad hoc committee of the College Council co-chairs convenes. If one of the co-chairs was involved in the governance entity in question, a designee will be appointed by another co-chair to serve on the appeals committee. The appeals committee will be comprised of one administrator, one faculty, and one classified professional.
2. The petitioner provides a report to the co-chairs (or their designee(s)) with a written document outlining their appeal of the process.

3. Co-Chairs of the Council/Committee in question provide a (rebuttal) report to chairs of College Council outlining the process used in making the decision and the reasoning for the decision made.
4. The Co-Chairs of College Council will review the process that was followed in the course of the council/committee's decision and make a determination for a resolution and report back to both parties.
5. If a petitioner submits an appeal pertaining to a decision made by the College Council, the president shall appoint three co-chairs (classified professional, faculty, and administrator) from three separate and unrelated councils/committees to implement the process noted above.
6. The final recommendation will be given to the President for a final decision.

Note: The appeals process reviews the process of the council/committee during the course of its evaluation of a proposal. It does not re-evaluate the content of the proposal itself. Council/committee decisions will only be overturned on the bases of errors in the process. Content appeals should be directed to the respective council/committee. A process for content appeals and/or proposal resubmissions needs to be discussed and documented in the future.

Governance Entities

Below are descriptions for the different types of governance entities supported at Norco College. Each have nuanced differences in accordance with Robert's Rules of Order and are to be established via an approved charter. Charters should note if the entity is an operational or governance group (the latter of which requires constituency representatives). In alignment with our value of inclusiveness, additional venues are offered for open channels of communication. Examples include "All faculty" meetings, Office of the President office hours, and town hall meetings, all of which can be scheduled as needed (it is recommended for each to occur at least once per primary term).

Council

A council is composed of members from all constituency groups (including administrators, faculty, classified, and students) who are intentionally selected based on their expertise. A council strategically coordinates and directs work and receives recommendations from aligned governance entities. A council meets regularly during the primary terms and its charge is defined in the college's Strategic Planning & Governance Manual. The ability to approve other chartered entities may be delegated to the Councils from the President. Council meetings are open to the public and their documents, agendas, notes/minutes, and sponsored charters, are posted and available on a college website and/or a file sharing platform.

Examples:
- College Council
- Student Support Council

Committee

The current listing of Norco College committee with their approved charters can be found on the Norco College website. A committee may be either 1) composed of a variety of individuals representing college constituent groups and has a charge that has been approved by a council or the college president, or 2) is a standing committee of the Academic Senate comprised primarily of faculty and governed by the Senate's Bylaws. A committee's scope of work represents an ongoing need of the college which is defined in a posted charter that is set/approved by either a council or the Academic Senate. (Other district entities such as ASNC, CSEA 535, or CTA may also create committees or subcommittees, but they are not necessarily part of the college formal strategic planning and governance structure and therefore not required to adopt a charter). Each charter shall delineate the EMP objectives which shall focus and direct the work of each committee. Refer to the table in Chapter five for EMP objective assignments through 2025. A committee conveys its recommendations and deliverables to either senior administrators or to its sponsoring council. A committee meets on a regular basis, during

the primary terms, and its meetings are open to the public. Committee documents, notes/minutes, and agendas are available on either the college website and/or a file sharing platform.

Examples:
- Curriculum Committee
- Diversity, Equity and Inclusion Committee

Advisory Groups
An Advisory Group/Board makes recommendations and/or provides key information and materials to a position, program, group, or operational unit. An advisory group/board plays an important role by bringing fresh perspectives on programmatic issues. A properly composed and structured advisory group/board provides guidance, enhances effectiveness, and supports specific initiatives. Public meetings, quorum, and constituency representatives are not required.

Examples:
- Foster Youth Advisory Group
- Early Childhood Education Industry Advisory Board

Project Team
A project team is a small, organized group of people who perform shared/individual tasks of a specifically defined charter/project/objectives. Synonymous with a workgroup, project teams focus on short-term projects (up to 1-year) targeting a specific metric, outcome, or issue. Project teams consist of individuals with specific expertise who collaborate year-round to produce deliverables within a given timeframe. Public meetings, quorum, and constituency representatives are not required. A project team is focused on results and becomes inactive upon completion of its charge.

Examples:
- Faculty Advising Project Team
- ERP Implementation Project Team

Planning Team
Planning teams convene various employees year-round from multiple departments and disciplines to discuss tactical and operational plans for a specific event, objective, or initiative. Planning teams are focused, results-oriented, and short term in nature (up to 1 year; but may focus on annual/reoccurring events). Public meetings, quorum, and constituency representatives are not required.

Examples:
- Commencement Planning Team
- Welcome Day Planning Team

Town Hall
Town halls are open meetings that allow college leadership to address everyone in the Norco College community for the purpose of conveying significant plans and/or getting input on issues impacting the college. Town halls are semi-structured, often open agendas meetings, where all constituent voices can be heard on a wide variety of topics aimed to generate constructive suggestions, feedback, and collective community dialog. Town halls (absent of formal membership and quorum) may be called during the primary term by the Office of the President or the College Council. The Academic Senate may also call a subtype of a town hall for faculty, often referred to as All Faculty Meetings. (CSEA Chapter 535, or its subcommittees, in agreement with the college president, may call a subtype of a town hall for classified professionals, often referred to as Classified Professional Forum.

- Presidential hiring sessions
- Facility Master Planning Feedback sessions

Networks

A network is a collaborative hub of individuals often representing different groups brought together to coordinate efforts, exchange information and facilitate calendar planning. Public meetings, quorum, and constituency representatives are not required.

Examples:
- Professional Development Coordinating Network
- CARE Network

Task Force

Task forces are temporary groups of people formed either to carry out a specific mission, to develop a plan/proposal, or to solve a problem that requires a multi-disciplinary approach. Public meetings, quorum, and constituency representatives are not required. May meet year-round.

Examples:
- RCCD Safe Return Taskforce
- Racial Justice Task Force

The Brown Act

The Brown Act applies to the meetings of all legislative bodies (GC 54952) which includes:
1. The Board of Trustees
2. Any subcommittee or task force created by the Board with a majority of Board members
3. Any subcommittee or task force created by the Board which has a definite, ongoing charge (either decision-making or advisory) OR has a regular meeting schedule set by the Board, regardless of Board membership.

This means that the Brown Act applies to the Academic Senate and all college committees recognized by the Board as advisory or decision making in its Board policies. Thus, at Norco College, the only governance groups subject to the Brown Act include:
- Academic Senate
- All Standing Committees of the Academic Senate (e.g. Program Review, Curriculum, etc.)
- The Associated Students of Norco College (ASNC)

Robert's Rules of Order

All Councils and Committees of Norco College are to follow Robert's Rules of Order. Due to the agile and project-specific nature of project teams, task forces, advisory groups, planning teams, town halls, and networks, these entities do not need to operate exclusively within Robert's Rules. However, they should always function in alignment with our core commitments and provide formative or summary reports as noted in their charter.

College Meetings Calendar

The college meetings calendar is updated and posted to the college website at the top of each primary term. The calendar serves as a resource to clearly identify when strategic planning and governance entities meet and aid in scheduling college meetings/events to avoid conflicts.

College Hour is set aside on Tuesdays and Thursdays from 12:50-1:50pm. During this designated timeframe, no formal class sessions are held. The college intentionally utilizes College Hour for both governance meetings as well as student engagement, club activities, constructing academic and social community, and other meetings sans an agenda (e.g. all faculty meetings). The college's intent is to hold

governance meetings during college hour whenever possible to fully engage students and all employees in governance. It is also the college's intent to identify 1-2 specific College Hours each month where no meetings are scheduled to encourage event participation, student engagement, and community building.

The Chartering Process

Any member of the college community may propose a new committee, project team, taskforce, networks, work group, etc. through the appropriate council, Academic Senate, or office of the president by completing the charter template and securing approval. Charters are documents developed in a group setting that frame accountability by clarifying direction while establishing boundaries. Charters specify the purpose, outcomes, deliverables, and timelines which will inform the work of college governance entities. Charters serve as a complementary framework for how the groups will work together to achieve specified results with meaningful consensus.

Consistent with Education Code and Board Policy, charters impacting 10+1 matters will rely on the Academic Senate to approve. Otherwise, only the office of the president can approve charters which directs Norco College employee's time and effort. The authority to approve charters may be delegated by the President to the four Leadership Councils. Leadership Councils and the Academic Senate monitor the progress and deliverables of chartered groups. Thusly, every chartered entity must align to either a council and/or to the Academic Senate. Considerations for charters include:

- EMP objective responsibility/alignment should be used to best determine which Leadership Council is most germane for reviewing/approving a given charter.
- The chartering process is also utilized to modify the scope, purpose, deliverables, membership, etc. of existing governance committees and groups by completing the chartering template.
- An ADA-compliant charter template is linked in the Appendix. This is a draft template which may be modified to fit each individual group's needs.
- Approving a charter by a council or the Academic Senate only requires one read at a scheduled/public meeting.
- Charters are to be posted/archived on the sponsoring Council/Senate webpage once approved.
- Charter duration: Councils should be chartered for five years; Committees, Networks, Project Teams, Workgroups, etc. should be chartered for one year and reviewed each May for the subsequent year. Chartered groups dissolve upon their nonrenewal or completion of the required deliverables.
- Workgroups, Project Teams, etc. do not need to publish their meetings or produce minutes.
- Subcommittees of the CSEA 535 and CTA are not required to have charters and the scope of established charters throughout the college do not override previously established collective bargaining agreements. Charters cannot be made on behalf of, or agreed to, on behalf of subcommittees of CSEA 535 and CTA without approval from these entities.

Workgroups, Project Teams, etc. include participation of individuals and constituencies based upon expertise/function while offering multiple opportunities for leadership development. Not all chartered groups are governance groups, and may not require constituency representation. When a charter necessitates constituency group representation, classified, faculty, and student representatives are representatives of the classified body (appointed by CSEA Chapter 535), the faculty body (appointed by Academic Senate), and the student body (appointed by ASNC) respectively.

Proposed Strategic Planning Approval Flow: A Few Samples

Item	Committee	Council	College Council	Academic Senate	Executive Cabinet/ President	DSPC	Chancellor's Cabinet	Board of Trustees
Technology Plan	A	Resources A	I	I	✓			
Mission Statement		IE & Gov A	A	A	✓	✓	✓	A
Educational Master Plan		All Four A	A	A	✓	✓	✓	A
Student Equity Plan	A	Student Support A	I	I	✓	✓	✓	A
Strategic Plan		All A	A	A	✓	✓	✓	A
Distance Education Plan	A	Academic A	I	A	✓			
New Academic Program Development	A	Academic A	I	A	✓	✓	✓	A
Program Review Prioritization Lists		All A	I	I	✓			
Approval of a Chartered Group		I	I	A (if 10+1)	A			
ISER		All A	A	A	✓	✓	✓	A
Guided Pathways		Student Support & Academic A	I	I	✓		✓	✓
Monument	A	Resources A			✓			
Art Murals on Buildings		Resources A			✓			
Annual College Budget Priorities		Resources A	A	I				
Grants	✓	Resources A		I	✓			A
HR, personnel, hiring					✓			✓
Safety updates, and immediate issues					✓			

A = Recommend Approval   I = Information   ✓ = Review/Planning Progression

Council Membership Comparison

This revised strategic planning structure aims to increase the number of faculty, students, and classified professionals engaged in governance. Specific head counts include:

PAST HEADCOUNT PARTICIPATION

Current ISPC membership:
- 8 faculty
- 5 Administration
- 5 Classified Professionals
- 1 Student

Current BFPC membership:
- 3 faculty
- 9 Administration
- 5 Classified Professionals
- 1 Student

Current SSPC membership:
- 3 faculty
- 6 Administration
- 7 Classified Professionals
- 4 Students

(No change to APC)

Total Current Strategic Planning membership (with duplicated headcount):
- 13 Faculty (+1 duplicated) =14
- 15 Administration (+ 5 duplicated) =20
- 17 Classified Professionals
- 6 Students

FUTURE HEADCOUNT PARTICIPATION

College Council:
- 8 Faculty
- 5 Administration
- 5 Classified Professionals
- 2 Student

Academic Council:
- 6 Faculty
- 5 Administration
- 3 Classified Professionals
- 2 Student

Student Support Council:
- 5 Faculty
- 5 Administration
- 5 Classified Professionals
- 2 Student

Resources Council:
- 3 Faculty
- 5 Administration
- 3 Classified Professionals
- 2 Student

Institutional Effectiveness & Governance Council:
- 4 Faculty
- 4 Administration
- 4 Classified Professionals
- 2 Student

Total Proposed Strategic Planning membership (with duplicated headcount)
- 26 Faculty. (21 +5 duplicated)
- 24 Administration (19+5 duplicated)
- 24 Classified Professionals (20+4 duplicated)
- 10 Students (5 votes)

College Council

The College Council (formerly ISPC) oversees and directs the common work of the leadership councils, monitors institutional progress toward achieving college goals, and provides recommendations to the college president. Recommended membership provided to the appointing bodies for College Council is based on subject-area knowledge and experience. The College recognizes that these are recommendations only and that appointments are made solely by the appointing bodies.

Membership

The voting membership consists of 20 members. * Per chapter six, terms will rotate to ensure stability.

ADMINISTRATORS (5)** (recommended)	CLASSIFIED PROFESSIONALS (5) (recommended)	FACULTY (8) (recommended)	STUDENTS (2)
Four (4) presiding administrative chairs of each leadership council	Four (4) presiding classified professional chairs of each leadership council	Academic Senate President	ASNC President (or designee)
General representative	General representative	Chair of Chairs (Enrollment Management)	ASNC alternative (non-voting)
		Faculty Accreditation liaison	
		Four (4) presiding faculty chairs of each leadership council	
		General representative	

* Non-voting, Ex officio members: College President, College vice president of CTA and the college vice president of CSEA 535 (or their designees); one student vote.
**One of the five administrators shall serve as the Accreditation Liaison Officer (ALO).

The college President serves as an Ex Officio member of the committee and shall not vote or be counted in the determination of a quorum. Quorum consists of 50 percent plus one of voting membership.

Strategic versus Operational

Examples of strategic items potentially going to College Council:
1. Accreditation documents (ISER)
2. Institution-wide initiatives impacts (e.g. Guided Pathways)
3. Prioritized Resource Request list
4. College-wide plans required by the Chancellor
5. Plans requiring board approval

Examples of strategic items being redirected to a Leadership Council:
1. District directives falling within the purview of a Leadership Council
2. EMP goal/objective implementation

Educational Master Plan Objective Assignments
- Objective 8.3 - Revise governance process - formalize all unwritten governance processes for more effective implementation of the Educational Master Plan.
- Objective 12.3 - Support General Obligation bond campaign and implementation.

Academic Council

The Academic Council (AC) coordinates, discusses, and makes recommendations regarding functions, plans, and activities related to instructional programs, library, and learning support services. The AC provides leadership and retains responsibility for ACCJC Standards IIA/B, while serving as a communication link to the rest of the college regarding strategic and operational matters associated with their assigned EMP objectives. The AC makes recommendations to the College Council and the Vice President of Academic Affairs. Recommended membership provided to the appointing bodies for AC is based on subject-area knowledge and experience. The College recognizes that these are recommendations only and that appointments are made solely by the appointing bodies.

Operational groups aligned with the AC: AA Deans Team, All-AA Team, Guided Pathways*, and Enrollment Management*.

*Dual alignment with AC and SSC

Membership

ADMINISTRATORS (5) (recommended expertise)	CLASSIFIED PROFESSIONALS (3) (recommended expertise)	FACULTY (6)* (recommended expertise)**	Students (2)
Vice President Academic Affairs	Representative with knowledge/experience in area of career education programs	Chair or Rep from School of Arts & Humanities	ASNC Representative
Administrator with oversight of School of STEM and School of Business & Management	Representative with knowledge/experience in area of academic learning support	Chair or Rep from School of Science, Technology, Engineering & Math	ASNC alternative (non-voting)
Administrator with oversight of School of Social & Behavioral Sciences and Arts & Humanities	Representative with knowledge/experience in area of instructional scheduling and support	Chair or Rep from School of Social and Behavioral Sciences	
Administrator with oversight of Library and Learning Resource Center		Chair or Rep from School of Business and Management	
Administrator with oversight of CTE or off-site programs		CTE Faculty Rep	
		Distance Education Rep	

*Chair of Chairs represents their School.
**It is recommended that one faculty representative is a Counselor or a Counselor serves as a non-voting, ex officio member.

Sample Goals

1. Provide guidance and recommendations on instructional planning and operational issues including class scheduling, enrollment management, program development, learning support services, special programs development, and educational policy matters.
2. Foster the development of new educational programs in accordance with the Education Master Plan and the developing needs of the community and industry partners.
3. Provide guidance and recommendations on implementation of Guided Pathways procedures related to teaching and learning, student equity, retention, and success.
4. In consultation with the VPAA and the School Deans, establishes annual scheduling priorities, goals, and objectives for the Academic Affairs division, based on the goals and objectives from each school as determined through the program review process.
5. Implement, review, and make recommendations to the pertinent sections of the College strategic plan.
6. Review and recommend revisions to the Academic Affairs Plan as part of the College program review process.
7. Provide guidance and recommendations on accreditation efforts in support of continuous improvement leading to full accreditation, including the development of the Institutional Self-Evaluation Report and the annual accreditation report required by the Commission.
8. Oversees instructional support including the library, learning resource center, instructional laboratories.

9. Provide guidance and recommendations to foster Distance Education expansion and continuous quality improvement.
10. Provide guidance and recommendations on the publication of the College schedule of classes and catalog.
11. Provide guidance and recommendations to support and grow Career Technical Education, Community Education, Workforce Development, and Noncredit Education.
12. Oversees enrollment management activities related to setting and achieving annual FTES/FTEF targets; improving student access, success, completion as well program efficiency and effectiveness, including room utilization and instructor workload.

Strategic versus Operational

Operational items are to be handled at the departmental, task force, project team, or work group level often determined by job title or functional area of responsibility.

Examples of operational items that do not go to Academic Council
1. Monthly student level performance/outcomes data/reports
2. Operational changes/impacts
3. HR, personnel, hiring info and planning
4. Professional development planning
5. Developing the class schedule
6. Grants activity related to operational impacts

Educational Master Plan Objective Assignments
- Objective 1.1 - Go from 7,366 to 8,759 total FTES
- Objective 2.1 - Increase number of degrees completed by 15% annually
- Objective 2.3 - Decrease AA degree unit accumulation from 88 to 74 total units on average
- Objective 2.7 - Increase number of students who complete transfer level math and English by 20% per year
- Objective 6.1 - Establish and expand relationships with regional educational institutions
- Objective 6.4 - Work toward reducing recidivism through incarcerated student education
- Objective 6.8 - Stimulate regional arts development
- Objective 7.7 - Build and support academic support services to improve student success
- Objective 9.5 - Develop strategy to maximize student-faculty time; Resist pulling faculty from students to do administrative work; Evaluate release time

Student Support Council

The Student Support Council (SSC) (Formerly SSPC) coordinates, discusses, and makes recommendations regarding functions, plans, and activities throughout student support services. The SSC provides leadership and retains responsibility for ACCJC Standard IIC, while serving as a communication link to the rest of the college regarding strategic and operational matters associated with their assigned EMP objectives. The SSC makes recommendations to the College Council and the Vice President of Student Services. Recommended membership provided to the appointing bodies for SSC is based on subject-area knowledge and experience. The College recognizes that these are recommendations only and that appointments are made solely by the appointing bodies.

Operational groups reporting to the SSC: Student Services Advisory Committees, Guided Pathways*, and Enrollment Management*.

* Dual reporting to SSC and AC

Membership

ADMINISTRATORS (5) (recommended expertise)	CLASSIFIED PROFESSIONALS (5) (recommended expertise)	FACULTY (5) (recommended expertise)	STUDENTS (2)
Vice President Student Services	Representative with knowledge/ experience in area of onboarding and enrollment services.	SBS/Guidance/Counseling Co-Chair	ASNC representative
Administrator with oversight of Student Services	Representative with knowledge/ experience in financial aid programs	Counseling Faculty Representative	ASNC alternative (non-voting)
Administrator with oversight of Admissions and Records	Representative with knowledge/ experience in equity programs and learning communities	Counseling Faculty Representative	
Administrator with oversight of Equity	Representative with knowledge/ experience in the area of student success programs and initiatives	Faculty rep from Guided Pathways/ Faculty Advisors	
Administrator from Student Services Management Group	Representative with knowledge/ experience in the area of educational planning or student support programs and resources	Faculty rep from Guided Pathways/ Faculty Advisors	

Sample Goals

1. Provide guidance and recommendations on student services planning and operational issues including onboarding, enrollment management, program development, support services, special programs development, and student services policy matters.
2. Foster the development of programs and services in accordance with the Education Master Plan.
3. Provide guidance and recommendations on implementation of Guided Pathways, student equity, retention, and success.
4. Strategic plan development, revision, and activities related to Student Services.
5. Provide input into Student Services plan development, revision, and activities.
6. Implement, review, and make recommendations to the pertinent sections of the College strategic plan.
7. Provide guidance and recommendation to enrollment management activities related to achieving annual FTES targets; improving student access, success, and program completion.
8. Communicate, through its members, with the college community on issues and recommendations
9. Prioritize annual resource requests for Student Services operational area
10. Oversee and support the implementation of the college's Guided Pathways Plan and other related plans.

Strategic versus Operational

Operational items are to be handled at the departmental, task force, project team, or work group level often determined by job title or functional area of responsibility.

Examples of operational items that do not go to Student Support Council:

1. Monthly student level performance/outcomes data/reports
2. Operational changes/impacts
3. HR, personnel, hiring info and planning
4. Professional development planning
5. Grants activity related to operational impacts

Educational Master Plan Objective Assignments

- Objective 1.2 - Go from 14,624 headcount to 16,581 total headcount
- Objective 1.3 - Expand enrollment with strategic groups (Dual Enrollment, International, Online, California Rehabilitation Center, Veterans, etc.)
- Objective 1.4 - Increase capture rates from feeder high schools by 4% annually
- Objective 2.4 - Increase number of transfers 15% annually
- Objective 2.5 - Increase the number of first-time, full-time enrolled students from 508 to 900
- Objective 2.6 - Increase percent of students who receive financial aid from 73% to 81%
- Objective 3.1 - Reduce the equity gap for African American students by 40%
- Objective 3.2 - Reduce the equity gap for Latinx students by 40%.
- Objective 3.3 - Reduce the equity gap for Men of Color by 40%.
- Objective 3.4 - Reduce the equity gap for LGBTQ+ students by 40%.
- Objective 3.5 - Reduce the equity gap for Foster Youth students by 40%.
- Objective 5.1 -Increase the median annual earnings of all students
- Objective 5.2 -Increase percent of CTE students employed in their field of study by 3% annually
- Objective 5.3 - Increase percent of all students who attain a livable wage by 5% annually
- Objective 6.3 - Expand partnerships with regional veterans' services and support organizations
- Objective 6.6 - Develop regional outreach and recruitment systems
- Objective 7.4 - Develop and implement plan for expanded athletics offerings
- Objective 7.6 - Build and support student services to foster student engagement, wellness, and success in the classroom and outside the classroom.
- Objective 11.1 - Design intuitive and simple student onboarding system

Resources Council

The Resources Council (RC) (Formerly BFPC) coordinates, discusses, and makes recommendations regarding functions, plans, and activities related to human, physical, technology, and financial resources. The RC provides leadership and retains responsibility for ACCJC Standard III, while serving as a communication link to the rest of the college regarding strategic and operational matters associated with their assigned EMP objectives. The RC makes recommendations to the College Council and the Vice President of Business Services. Recommended membership provided to the appointing bodies for RC is based on subject-area knowledge and experience. The College recognizes that these are recommendations only and that appointments are made solely by the appointing bodies.

Operational groups reporting to the RC: Business Services operational areas of Budget, Cashiering, Facilities, Food Services, Mail and Reprographic Services.

Membership

Administrators (5) (recommended expertise)	Classified Professional (3) (recommended expertise)	Faculty (3) (recommended expertise)	Students (2)
Vice President Business Services	Representative with knowledge/experience in area of grants, categorical funding, or financial accounts and budgets	Academic Senate Representative (Chair of Chairs)	ASNC Representative
Administrator with oversight of Grants Development & Administration	Representative with knowledge/experience in area of safety and emergency planning, physical resources, or operations.	STEM Faculty Representative	ASNC alternative (non-voting)
Administrator with oversight of Facilities	Representative with knowledge/experience in area of technology	Coordinator, Student Activities	
Administrator with oversight of Bus Services			
Administrator with oversight of Police			

Sample Goals

1. Annually review proposed college budget, including components for the development of the adopted budget, and ensure alignment with the mission, goals, and objectives of the college's Strategic and Education Master Plans
2. Annually review the district Budget Allocation Model and provide recommendations for continuous improvement
3. Recommend and monitor long-range fiscal plan with consideration of priorities consistent with district and college planning. (Multi-year projections, contingency reserves)
4. Reviews State and Federal legislation for local budget impact
5. Reviews general fund revenues and expenditures on a quarterly basis
6. Communicate, through its members, with the college community on fiscal and physical resource issues and recommendations
7. Prioritize annual resource requests for Business Services operational area
8. Oversee the development of the College's Safety and Emergency Preparedness Master Plan, and review of the District's Safety and Emergency Preparedness Master Plan every three years.
9. Oversee the development of the College's Technology Master Plan, and review of the District's Technology Master Plan every three years.
10. Support the implementation of the Facilities Master Plan
11. Review the financial, human resource, and facilities impact of potential grant and college development opportunities
12. Receive reports from Business Services operational areas

Strategic versus Operational

Operational items are to be handled at the departmental, task force, project team, or work group level often determined by job title or functional area of responsibility.

Examples of operational items that do not go to Resource Council:
1. Monthly budget performance reports
2. HR, personnel, hiring info and planning
3. Technology planning/response/financial impact
4. Financial contingency planning/activity (budget calendars,
5. Facilities updates, activities that require planning and resources outside of operational budgets
6. Critical safety updates, concerns, issues that require immediate action
7. Grants activity related to HR, budget, physical facilities

Educational Master Plan Objective Assignments
- Objective 9.1 - Plan and advocate for the funding augmentations needed to meet staff requirements to achieve the vision for a more comprehensive college.
- Objective 10.1 - Plan and advocate for the funding needed to meet facilities growth to achieve the vision for a more comprehensive college
- Objective 10.2 - Develop and maintain Facilities Master Plan
- Objective 10.3 - Build out funded projects (amphitheater, Center for Student Success room 217, etc.)
- Objective 10.4 - Finish Veterans Resource Center Phase 1 by Spring 2021
- Objective 10.5 - By Fall 2020, open Early Childhood Education Center
- Objective 10.6 - Develop plans and strategies to capitalize on state facilities funding to maximize local project funding availability.
- Objective 10.7 - Build 2nd access road
- Objective 10.8 - Explore and pursue land acquisition adjacent to college property
- Objective 10.9 - Develop and start implementing sustainable campus
- Objective 10.10 - Design spaces that intentionally build community
- Objective 10.11 - Install immediate/temporary facilities to address current capacity needs by summer 2021.
- Objective 10.12 - Enhance transportation infrastructure
- Objective 10.13 - Develop and implement plans for off-campus facilities for instructional purposes
- Objective 12.1 - Plan and advocate for the general fund budget augmentations needed to meet operational demands to achieve the vision for a more comprehensive college.
- Objective 12.2 - Coordinate with RCCD to establish a BAM that allocates funding equitably
- Objective 12.4 - Develop 30% of overall budget from non-general fund revenue sources

Institutional Effectiveness & Governance Council

The Institutional Effectiveness & Governance Council (IEGC) coordinates, discusses, and makes recommendations regarding functions, plans, and activities related to mission, academic quality, institutional effectiveness, institutional integrity, leadership, and governance. The IEGC provides leadership and retains responsibility for ACCJC Standards I and IV, while serving as a communication link to the rest of the college regarding strategic and operational matters associated with their assigned EMP objectives. The IEGC makes recommendations to the College Council and the Vice President of Planning & Development. Recommended membership provided to the appointing bodies for IEGC is based on subject-area knowledge and experience. The College recognizes that these are recommendations only and that appointments are made solely by the appointing bodies.

Membership

The voting membership consists of all members.

Administrators (4) (recommended expertise)	Classified Professional (4) (recommended expertise)	Faculty (4) (recommended expertise)	Students (2)
Vice President Planning & Development	Representative with knowledge/experience in marketing.	Academic Senate Vice President	ASNC Representative
Administrator with oversight of Institutional Effectiveness	Representative with knowledge/experience in area of professional development.	Assessment Committee faculty co-chair	ASNC alternative (non-voting)
One at-large administrator (Marketing/Community Partnerships)	Representative with knowledge/experience in area of planning and effectiveness	Program Review Committee faculty co-chair	
One at-large administrator (Professional Development)	Representative with knowledge/experience in area of governance/strategic planning	Faculty Professional Development Committee co-chair	

Sample Goals

- Ensure the evaluation and review process of the college's mission, vision, core commitments, institution-set standards, brand; ensure alignment with Strategic Plan and Educational Master Plan
- Coordinate the review and evaluation of both the assessment and the program review plans, templates, and process
- Coordinate the development, review and evaluation of the Strategic Plan and Governance Manual, Student Equity Plan, marketing and communications plans. Evaluate and recommend updates/amendments to the SPGM.
- Support advances to student communication systems/structures with an equity and guided pathways lens.
- Support the use of data, research, and analysis to inform planning and the alignment of college strategic goals
- Coordinate the review and evaluation of college planning structures, processes, and operations.
- Evaluate and communicate college performance related to student achievement; and recommend actions toward improvement
- Establish and maintain a Document Control System that includes a repository, establishes responsibilities, and ensures accurate organizing, routing and tracking of documents.

Strategic versus Operational

Operational items are to be handled at the departmental, task force, project team, or work group level often determined by job title or functional area of responsibility.

Examples of operational items that do not go to IEGC:

- Quarterly assessment completion reports
- Dashboard reports/updates

- Program Review software planning/response/financial impact
- Program Review Process Updates
- Institution-wide operational impacts (e.g. closing the college for a day; Style Guide revisions)
- Monthly student level performance/outcomes data/reports
- Operational changes/impacts
- Professional development planning
- Marketing activity related to operational impacts

Educational Master Plan Objective Assignments
- Objective 4.1 - Increase percentage of employees who complete Guided Pathways training from 5% to 65% (305 out of 472 employees)
- Objective 4.2 - Increase percentage of employees who complete Racial Micro aggressions certificate from 1% to 60% (285 out of 472 employees)
- Objective 5.4 - Establish the Center for Workforce Innovation to create and expand apprenticeships & work-based learning opportunities
- Objective 6.2 - Contribute to regional economic and workforce development by creating and expanding relationships with business and civic organizations
- Objective 6.7 - Help establish a distinct regional identity, organization, and communication amongst our local communities
- Objective 8.1 - Make program, student, and effectiveness (including assessment) data available, usable, and clear so critical data is visible in real time.
- Objective 8.2 - Develop integrated planning processes that include all planning, accreditation self-study, resource allocation, and alignment with district and statewide plans based on the college mission and plans.
- Objective 8.3 - Revise governance process - formalize all unwritten governance processes for more effective implementation of the Educational Master Plan.
- Objective 8.4 - Develop, evaluate, and monitor our governance, decision- making, and resource allocation processes on the basis of the college mission and plans.
- Objective 9.2 - Develop systems and provide resources to preserve and foster a positive workplace culture for all constituent groups including full-time faculty, part-time faculty, classified professionals, student workers, and managers.
- Objective 9.4 - Develop strategy to maximize the number of classified, faculty and managers involved in college governance without compromising mission-critical work
- Objective 10.13 - Develop and implement plans for off-campus facilities for instructional purposes
- Objective 11.3 - Implement intuitive and technology-enhanced CRM (e.g., Salesforce) systems for the entire student life cycle ("from recruitment to alumni")

Introduction

Program review allows each academic discipline, student services unit, and administrative unit to look back (by reporting on program progress and viability), look around (by describing opportunities and resource needs), and look forward (by setting new long term goals in alignment with our Strategic Plan goals). It is also a chance for us to update our procedures, course outlines of record, and programs of study. Our process has four components: 1. Report on current goals; 2. Set new goals; 3. Align program goals with college strategic goals; 4. Determine how the college can help the unit achieve their goals (through resource allocation or improvements to process and procedure). Program review is the foundation of our continuous improvement process; informs our decision-making and resource allocation process; and informs strategic planning.

For the purposes of program review, a program may be identified as an administrative unit, student services unit, a discipline of study (including all programs of study AA, AS, ADT, Certificate) assigned to disciplines (e.g., ADT Anthropology). All programs must complete a program review every three years and may submit annual updates on goals and resource requests.

The Program Review process is led by the Program Review Committee--a standing committee of the Academic Senate. Their statement of purpose is:

We establish guidelines, tools, and content requirements for the Program Review process at Norco College. We review and evaluate the program review and annual update unit reviews to facilitate intentional self-evaluation and planning in order to support program quality, improve student success and equity, enhance teaching and learning, and connect resource allocation to strategic planning (last Updated 09/26/2019).

Program Review Committee Membership

Current membership available on the [Program Review Committee Membership Webpage](#).

History

The program review process at Norco College changed substantially in the Spring of 2018, with all units reporting at the same deadline in order to ensure equity in resource allocation and planning cycles. During this transition we all moved to a comprehensive three-year cycle (previously it was every four years and they were staggered), and we changed the name of the Comprehensive Program Review to just Program Review. This allowed us to achieve 100% participation with a clearer deadline set. This also allowed us to achieve more clarity in our long-range planning, as with staggered reports we were missing a Comprehensive picture of the needs of our individual units. In the intervening years, we have an annual update that allows for resource requests that were unforeseen because of changes to units. This cycle was aligned with our Assessment cycle so that Comprehensive views of the process of Unit Assessment could be gathered in one location. In addition, moving to a three-year cycle allowed Norco College to have more agency in District wide curriculum authorship.

Current Process and Timeline

The current Program Review cycle is for a three-year period beginning in a year that is divisible by three (2021, 2024, etc). The lookback period for the current cycle is the previous three years—this is the period you will see referenced for data in current cycle program review. For instance, the data on which the 2021-24 program reviews are based is from the 2018-2021 academic years.

The 3-year process begins at Spring Flex Day (usually the second week of February). The chairs of the Program Review Committee provide a training on any new procedures, forms, systems, and datasets. Additional trainings are provided in early March in both a group and individual format as needed. All units, Administrative Student Services and Instruction are authoring their program reviews or editing previous work during February, March and April.

- All Program Reviews and annual updates are due for input in the electronic platform by mid-semester spring.

- The Program Review Committee meets, reads and accepts into the record all completed program reviews at their April or May meeting, depending on the regularly scheduled meeting occurrence.
- The Program Reviews are posted to the public webpage after they are accepted in the three-year process, typically in May. Annual updates are not posted to the web.
- Resource Requests are downloaded from electronic platform and added to the Excel Workbook for the current 3-year cycle. These requests are grouped and made available to the Council over which the program reporting unit resides (AAPC, BFPC, SSPC, SDIE). Resource Requests are processed based on the Resource Request and Prioritization Procedure (seen later in this document).

Norco College Program Review Resource Request Process

A Resource Request is a request for human or physical resources or a request for a budget augmentation (ongoing or one-time). Program Review at Norco College is on a three-year cycle starting in the year that is divisible by three. Each subsequent year of the cycle, annual goals and resource requests may be added or updated as needed. All resource requests are stored in a single table called "Resource Requests". The annual prioritization process starts in February to ensure appropriate connection and timing related to college budget processes and institutional planning needs.

Simplified Annual Process
1. College budget priorities for academic year are discussed and recommended.
2. Program review initiates resource requests.
3. Area managers work with department faculty and classified professionals to prioritize resource requests from program review.

Full-time faculty requests follow the Academic Planning Council process	Items and Staff requests are prioritized by academic department or program areas

4. Prioritized requests ranked by leadership councils and forwarded to College Council.
5. Ranked requests forwarded to College Council for review and then Executive Cabinet for funding.
6. Area leaders record intended outcomes related to the resource allocation. Results are documented in program review every three years.
7. Institution-wide evaluation of the resource request procedures takes place biennially as part of the Assessment of Evaluation Procedures (See Chapter 11, "Evaluation of the Planning and Decision-Making Process".

Annual Budget Priorities

College annual planning and decision making on program review requests is continually informed by the Annual Budget Priorities developed and recommended by College Council and adopted by the Executive Cabinet. Below is a sample of a previous year's Norco College Budget Priorities submitted for consideration.

In compliance with all regulations and laws, and alignment with Norco College's strategic plan goals of Student, Regional, and College Transformation, the College will primarily focus its resource allocation on the following strategic objectives.

Student Transformation
- Maximize efficient FTES generation to meet established targets and provide access
- Continue to implement Guided Pathways
- Continue to close student equity gaps
- Improve program of study completion rates
- Implement an improved professional development program

Regional Transformation
- Establish distinct regional identity
- Initiatives that impact regional development
- Invest in workforce and economic development initiatives

College Transformation
- Invest strategically in new programs that develop a "comprehensive college"
- Support integrated planning, effective governance, continuous improvement
- Strategic investment in college personnel
- Develop/improve physical facilities to meet the demands of a "comprehensive college"
- Implement technology-enhanced operational systems
- Strategic investments to increase resource capacity and revenue generating projects

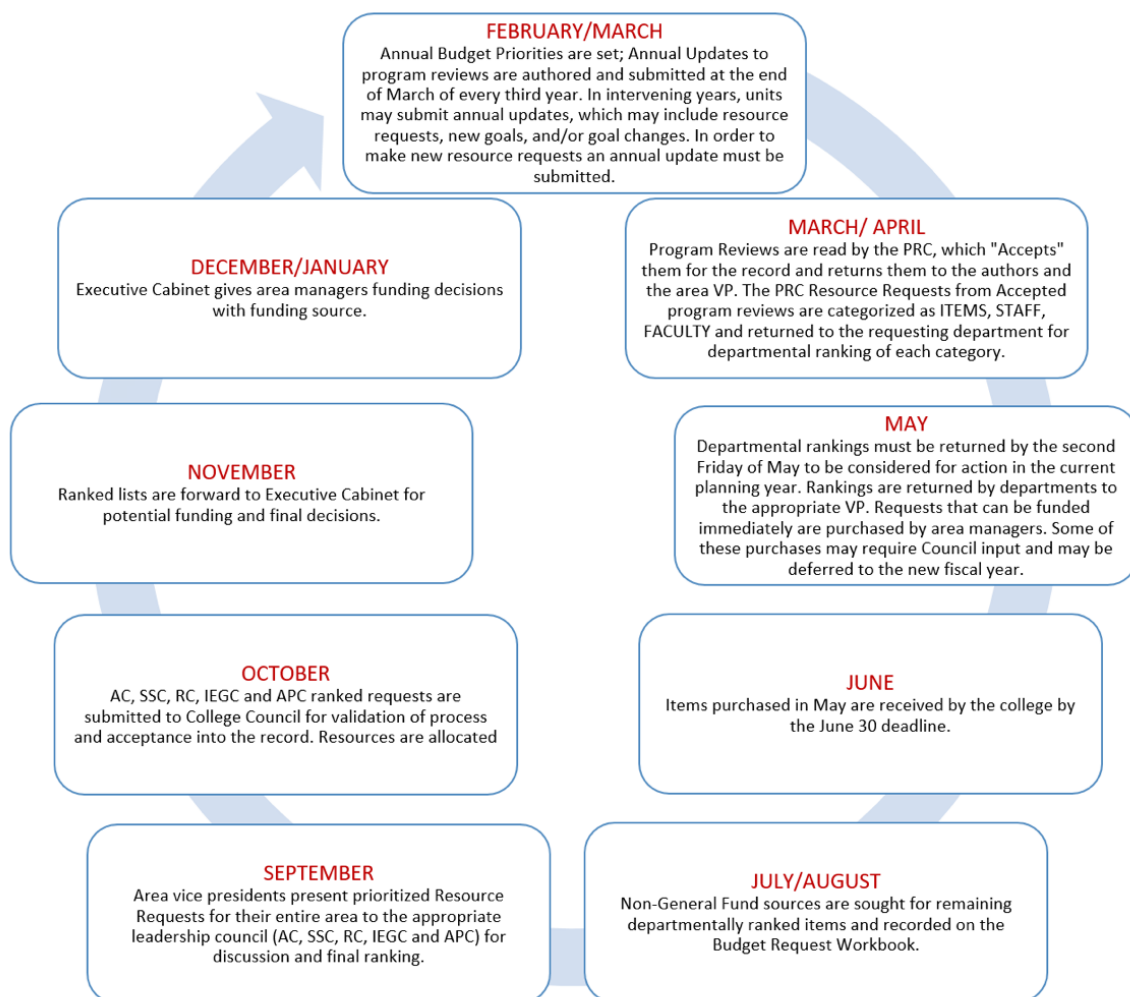*Detailed Annual Resource Request and Prioritization Process*
1. Annual Budget priorities for coming academic year are discussed and recommended by College Council and set by Executive Cabinet. *(February)*
2. In addition to budgeting funds for regular administration of the college, Executive Cabinet designates allocation categories to be used for normal operations including but not limited to: *(March-April)*
   a. Total Program Review Resource Requests Funds
   b. Lottery Funds Restricted (Academic).
   c. Professional Development.
   d. Technology Allocation.
   e. Marketing Allocation (Strategic Development).
3. Program reviews are authored and submitted mid-semester in spring of every third year. In intervening years, units may submit annual updates, which may include resource requests, new goals, and/or goal changes. *(March-April)*
4. Requests include items identified and justified in program review:
   a. Items not funded in the previous year (these are rolled over if not funded)
   b. New items that were not listed in program review but are needed now to achieve outcomes.
   c. Items considered outside of normal operating needs (e.g., new furniture, software, instructional supplies, instructional equipment, facilities' needs and non-faculty personnel).
5. Resource Requests are read by the Program Review Committee (PRC), which "Accepts" them for the record and returns them to the authors and the area VPs. The PRC resource requests from accepted program reviews are categorized as ITEMS, STAFF, FACULTY and returned to the requesting department for departmental ranking of each category. *(April)*
6. Area managers work with department faculty and classified professionals to prioritize resource requests each year. *(Due 2nd Friday of May)*
   a. Full-time faculty requests follow the Academic Planning Council process.
   b. ITEMS and STAFF requests are prioritized by academic department or program areas and should note direct ties to college mission, strategic plan, budget priorities, and intended outcomes.
7. Area managers review prioritized list with respective departments/divisions and communicate the availability of possible funding (non-General Fund sources). Requests that can be funded immediately are acted upon by area managers before the purchasing deadline in May. *(May)*
   a. Items that can be purchased with available department funds, grant funds, restricted lottery funds may be acted upon by area managers whose decisions are informed by the department rankings.
8. Area vice presidents present remaining prioritized Resource Request for their entire area to the appropriate leadership council (AC, SSC, RC and IEGC) for discussion and ranking based on a rubric revised each year by the councils. *(September)*
9. Area Vice Presidents present funding priorities from their respective councils to President's Cabinet for analysis and final determination of funding in accordance with strategic plan. *(September)*
   a. Items not funded in the current year are notated with a rationale, such as:
      i. Request not related to College Mission, Strategic Plan, Budget Priorities, Intended

Outcomes
   ii.   Insufficient funding
   iii.   Not enough information provided
   iv.   No longer needed
10. Business Services begins allocation of funds for prioritized items based on funding availability, and provides account numbers for funded items, and provides rationale for unfunded items. *(October-November)*
11. Executive Cabinet gives area managers funding decisions with funding source. *(December-January)*
12. Area leaders work with faculty and classified professionals to process purchases of funded Resource Requests. *(December-April)*
13. Area leaders ensure the measurement of the intended outcome related to the resource allocation request is undertaken. Results are documented in program review every three years. *(July)*
14. Area VP reviews unfunded Resource Requests for current academic year and funds additional requests according to priority previously established. (If additional funding exists). *(February)*

Program Review and Resource Request Prioritization Timeline

Program Reviews for all programs (instructional disciplines, programs of study, special programs, administrative areas, and student services) are completed in March at the beginning of each 3-year cycle.

Each year by mid-semester of spring, programs may elect to complete an Annual Update, which consists of updated goals and resource requests based on the evolving needs of the program. The following graphic depicts the annual cycle by which annual resources are prioritized and acted upon.

FEBRUARY/MARCH
Annual Budget Priorities are set; Annual Updates to program reviews are authored and submitted at the end of March of every third year. In intervening years, units may submit annual updates, which may include resource requests, new goals, and/or goal changes. In order to make new resource requests an annual update must be submitted.

MARCH/ APRIL
Program Reviews are read by the PRC, which "Accepts" them for the record and returns them to the authors and the area VP. The PRC Resource Requests from Accepted program reviews are categorized as ITEMS, STAFF, FACULTY and returned to the requesting department for departmental ranking of each category.

DECEMBER/JANUARY
Executive Cabinet gives area managers funding decisions with funding source.

MAY
Departmental rankings must be returned by the second Friday of May to be considered for action in the current planning year. Rankings are returned by departments to the appropriate VP. Requests that can be funded immediately are purchased by area managers. Some of these purchases may require Council input and may be deferred to the new fiscal year.

NOVEMBER
Ranked lists are forward to Executive Cabinet for potential funding and final decisions.

OCTOBER
AC, SSC, RC, IEGC and APC ranked requests are submitted to College Council for validation of process and acceptance into the record. Resources are allocated

JUNE
Items purchased in May are received by the college by the June 30 deadline.

SEPTEMBER
Area vice presidents present prioritized Resource Requests for their entire area to the appropriate leadership council (AC, SSC, RC, IEGC and APC) for discussion and final ranking.

JULY/AUGUST
Non-General Fund sources are sought for remaining departmentally ranked items and recorded on the Budget Request Workbook.

Resource Categories, Description, Governance Council Ranking

TYPE	ITEM	DEFINITION	GOV
ITEMS	Instructional Supplies and Materials used by students and teachers as a learning resource	Software (purchased or licensed), books, textbooks (owned by the college), tests, periodicals, instructional media, digital subscriptions, library databases, and non-durable equipment. Non-durable equipment (regardless of cost) is generally not expected to last more than a year or two and is not readily repairable and therefore disposable (equipment eligibility determinations are made on a case-by-case basis in consultation with the District Controller). Expenditures NOT allowed include replacing computers in a computer lab or replacing audio-visual equipment in a classroom. Based on Education Code Section 60010(h) and 60010(m)(1).	AC
	Instructional Equipment, Furniture, Technology used by students as learning resource	Classroom/Laboratory Equipment, Whiteboard, Projector screen, Projector, Desks, Tables, Podium, Chairs, Desktop Computers, Laptops, Monitors, Printers, Servers, Network/Wireless infrastructure, AV/TV, Multi-media, software licensing (for first year of use), Systems for Registration, Counseling, Student Services, Learning Management Systems, Adaptive equipment for ADA/OCR.	AC
	Equipment and Furnishings (non-instructional)	Items designed for long term use and is generally repairable and maintainable (not consumable) and is not categorized as Technology and is not Instructional Equipment (see Technology definition). Includes machinery, copiers, vehicles, tools, lab equipment (autoclave, microscopes, etc.), cabinetry, office furnishings, etc.	AC SSC RC IEGC
	Technology	Computers (desktop, laptop, tablet, laptop/tablet carts), Audio-Visual Equipment (projectors, document projectors, smart panels, sound systems, podium systems, portable AV/Computer systems, telephones), Copiers, Peripherals (printers, cable locks, etc.), Classroom Lighting, Networking, Tech Wiring (cabling and electrical drops), Software.	TECH
	Facilities	Requests for changes to facilities for program improvement or expansion purposes. Includes repurposing or re-equipping or refurnishing or remodeling or creating space, including estimated costs of facility changes.	RC
	Professional Development	Training, travel, participation in conferences, professional organization, workshops, state-sponsored activities	IEGC
	Budget Change	Establish or Change an Ongoing Budget for Administrative Supplies, Equipment (non-instructional), Contracts and Agreements, Software Licensing (non-instructional), Special Projects, Services, Maintenance, Travel (non-prof dev), Promotional Supplies, Advertising, Outreach Support, Transportation (local), Printing.	RC
STAFF	STAFF	Requests for new or reclassified positions for staff, manager, professional expert, faculty coordinator, temporary employee, and ongoing special projects, including requests for changing PT to FT	AC SSC RC IEGC
FACULTY	FACULTY	Requests for new. Note: replacement and temporary full-time faculty positions handled in a separate process that is not generally included in program review	APC

Sample Ranking Rubric for Program Review Resource Requests

PRIORITY: 5=Very; High 4=High; 3=Medium; 2=Low; 1=Very Low; 0=NA					
COUNCIL RANK (Sum of Each Criterion)	To what extent does this request support one or more EMP GOALS?	To what extent does this request support a PROGRAM REVIEW GOAL?	To what extent does this request support student SAFETY or COMPLIANCE?	To what extent is this request supported by OUTCOMES ASSESSMENT DATA?	DEPT RANKING POINTS: Highest Rank = 10 Second Highest= 8 Third Highest= 6 Fourth Highest= 4 Fifth Highest= 2
20	4	2	5	3	6
Notes about request…					

Procedure for Review of Mission Statement

The cycle for formal review of the Norco College Mission Statement is every five years corresponding to the timeline for revision of the Norco College Strategic Plan. It consists of:

- Review by the Institutional Effectiveness and Governance Council and suggested changes if applicable.
- The mission statement will then be forwarded to College Council for affirmation or approval (if revised) and included as an information item to all other Leadership Councils.
- After College Council review, mission statement will be forwarded to the President and Executive Cabinet for review.
- If revision has occurred to mission statement, the final approved version will be forwarded to District Strategic Planning Council and Chancellor's Cabinet for review, and then to the Board of Trustees for approval.

Evaluation of the Planning and Decision-Making Process

Each year, the appropriate bodies of the planning and decision-making process as specified below will participate in the following evaluation of the process. These procedures replace the previous College Policy 2010-01.

1. **Councils and Committees Report of Effectiveness:** In mid-spring of each academic year, each committee and council will participate separately in dialogue sessions to 1) self-evaluate the effectiveness of their planning and decision-making processes through the Survey of Effectiveness, 2) self-report on EMP objective progress and appropriate objective assignment, and 3) self-assess the completion of their charter's scope/deliverables during the academic year. In late spring, each leadership council will receive an executive summary from each standing committee addressing the above three areas for review and discussion at a designated council meeting. (Standing committees of the Academic Senate will report to the Academic Senate and shared with leadership councils as an information item). The receiving council (College Council for leadership councils) will make recommendations to, and receive recommendations from, each governance entity based on the results of the self-evaluation to determine if a charter needs to be revised/extended or not. College Council will conduct its evaluation of effectiveness and post an executive summary on the Council's website.

2. **Institutional Effectiveness and Planning Survey:** In late spring, the College-at large will be surveyed to determine the degree to which the College constituencies understand and are satisfied with planning, program review, resource allocation and decision-making processes as well as their perceptions regarding the degree to which these processes are effectively integrated.

3. **College President Memorandum:** Based on the previous year's program review requests and the prioritization process, by the end of each academic year (or as soon thereafter as budget recommendations and decisions for the subsequent academic year have been made) the College President will submit a memorandum to the college-at-large that identifies which resource requests were funded. The Memorandum shall include positions that are approved for hiring as well as other resources. In instances in which the President's decisions do not correspond to the recommendations of the prioritization process, a detailed rationale for the decisions will be provided.

4. **Key Performance Indicators (KPIs) Progress Report:** This report, to be prepared by the Office of Institutional Effectiveness, shall be presented at a College Council meeting during the fall term of each academic year addressing annual progress made on KPI targets. This report shall subsequently be discussed by each of the Leadership Councils as part of their annual review of assigned EMP objectives and their associated KPIs.

5. **Resource Allocation Report:** After the Board of Trustees approves the budget, a report will be made to the Resources Council, College Council, and then posted on the Resources Council website informing the college of budget allocation decisions which impact the college and district.

6. **Assessment of the Evaluation Procedures & Governance Structure:** Every odd year in spring, the Institutional Effectiveness & Governance Council shall assess and review the aforementioned five evaluation procedures and associated processes (e.g. chartering process, KPI metrics, governance structure, and EMP objective assignments) to determine if any improvements or changes are necessary in order to improve effectiveness. This includes edits/enhancement suggestions to the Strategic Planning & Governance Manual itself.

<u>**Procedure for Responses to Recommendations:**</u>

For recommendations related to an operational issue or other area of responsibility delegated to the President by the Chancellor, or delegated to a Council from the President, the recommendation will be reviewed and the President/Council will do one of the following:

- If in agreement with the recommendation, the President/Council will approve the recommendation and direct implementation or make minor modifications, direct implementation, notify the governance group about the minor modification, and document the decision;
- If not in agreement with the recommendation, the President/Council will return the recommendation to the group with feedback for further consideration or will deny the recommendation.
- For recommendations that require action by another College or District group, the President/Council will do one of the following:
  o If in agreement with the recommendation, the President/Council will forward the recommendation to responsible College or District individual or group for their consideration or action.
  o If not in agreement with the recommendation, the President/Council will return the recommendation to the group with feedback for further consideration.
  o In all instances, the President/Council will notify the originating individual/group about the status of the recommendation.

Norco College Governance Templates

Please use the below links to download the Word templates and best practices.

Norco College Charter Template

Norco College Blank Charter Template

Norco College Agenda Template

Norco College Agenda Best Practices

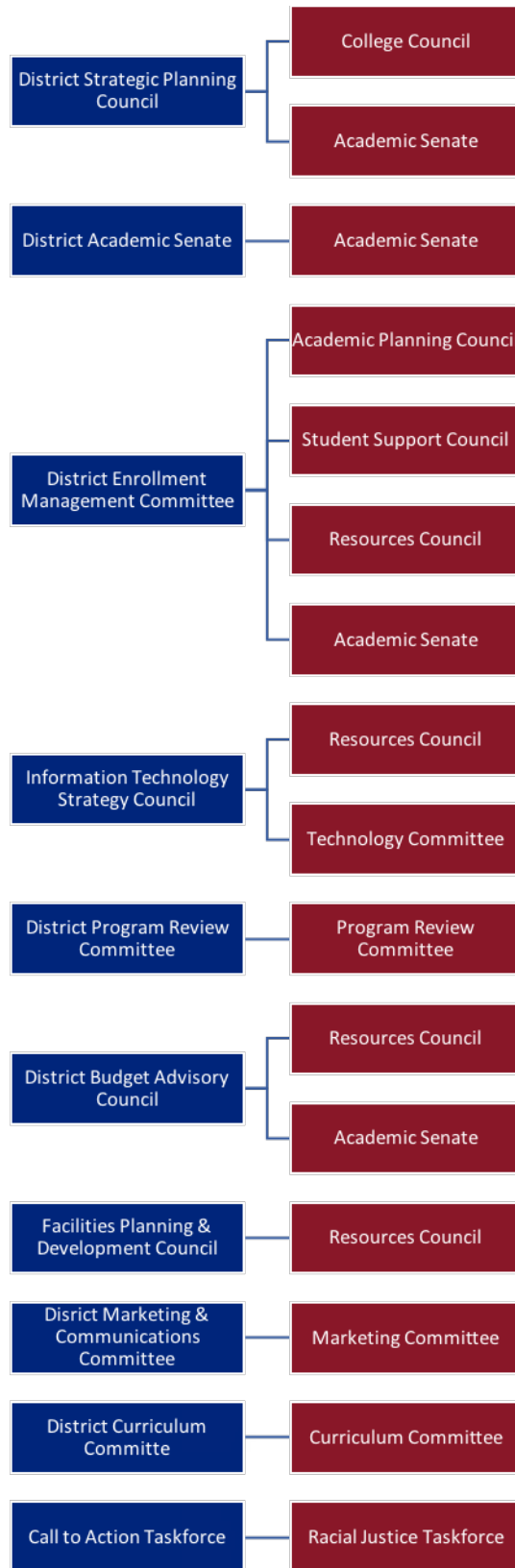Norco College Minutes Template

Norco College Minutes Best Practices

Norco College Notes Template

Norco College Notes Best Practices

College-District Alignment of Strategic Planning Entities

District Strategic Planning — Norco College Strategic Planning

| District Strategic Planning	Norco College Strategic Planning
District Strategic Planning Council	College Council
	Academic Senate
District Academic Senate	Academic Senate
District Enrollment Management Committee	Academic Planning Council
	Student Support Council
	Resources Council
	Academic Senate
Information Technology Strategy Council	Resources Council
	Technology Committee
District Program Review Committee	Program Review Committee
District Budget Advisory Council	Resources Council
	Academic Senate
Facilities Planning & Development Council	Resources Council
District Marketing & Communications Committee	Marketing Committee
District Curriculum Committe	Curriculum Committee
Call to Action Taskforce	Racial Justice Taskforce

Norco College Strategic Planning Timeline for Academic Year

The following table depicts key strategic planning activities, completion dates, parties responsible, and dissemination plan on the timeline of the academic year starting in fall semester. This timeline serves the purpose of keeping the college current with the strategic planning cycle by identifying what should be occurring during each academic term.

Strategic Planning Instrument	Date of Completion	Responsibility	Dissemination
Planning Councils Prioritization of Staffing and Equipment Needs	Mid Fall	Leadership Councils	To College Council and then to the college president.
Annual Budget Report	Mid Fall (after board of trustees approves the budget)	Vice President of Business Services	Presentation to Resource Council, College Council, and then posted on the Resource Councils website
Key Performance Indicators (KPIs) Progress Report	Late Fall	Office of Institutional Effectiveness	Presented to College Council and then posted to the Institutional Research Website
Annual Budget Priorities Set for Coming Academic Year	Early Spring	College Council	Recommended to Executive Cabinet
Program Reviews (Instructional, Student Services, and Administrative) Submitted on Three-Year Rotation (Annual Updates submitted on subsequent years)	Mid Spring	Program Review and Assessment Committees review and evaluate program reviews every three years	Posted on Norco College Program Review website
Councils and Committees Report of Effectiveness	Mid Spring-Late Spring	Committee and Council Co-Chairs	Presented to Leadership Councils, College Council and then Posted on the College Councils website
Institutional Effectiveness and Planning Survey	Late Spring (sent to entire institution)	Office of Institutional Effectiveness	Posted on Institutional Research Website
College President Memorandum	Late Spring-Mid Summer	College President	By email on nor-all distribution list and posted on the IR Website
Assessment of the Evaluation Procedures	Odd years of strategic plan	College Council & All Committee Co-Chairs	Results reviewed by College Council and posted on the IE Website

Strategic Planning Structure

This chart is the same information as displayed in the previous illustration (Chapter 6), but uses boxes instead of circles for those that prefer a more linear layout. In practice, the work of our strategic planning entities are not discrete. As our structure changes due to the chartering process, revised Strategic Planning Structure visuals shall be updated and posted on our website.
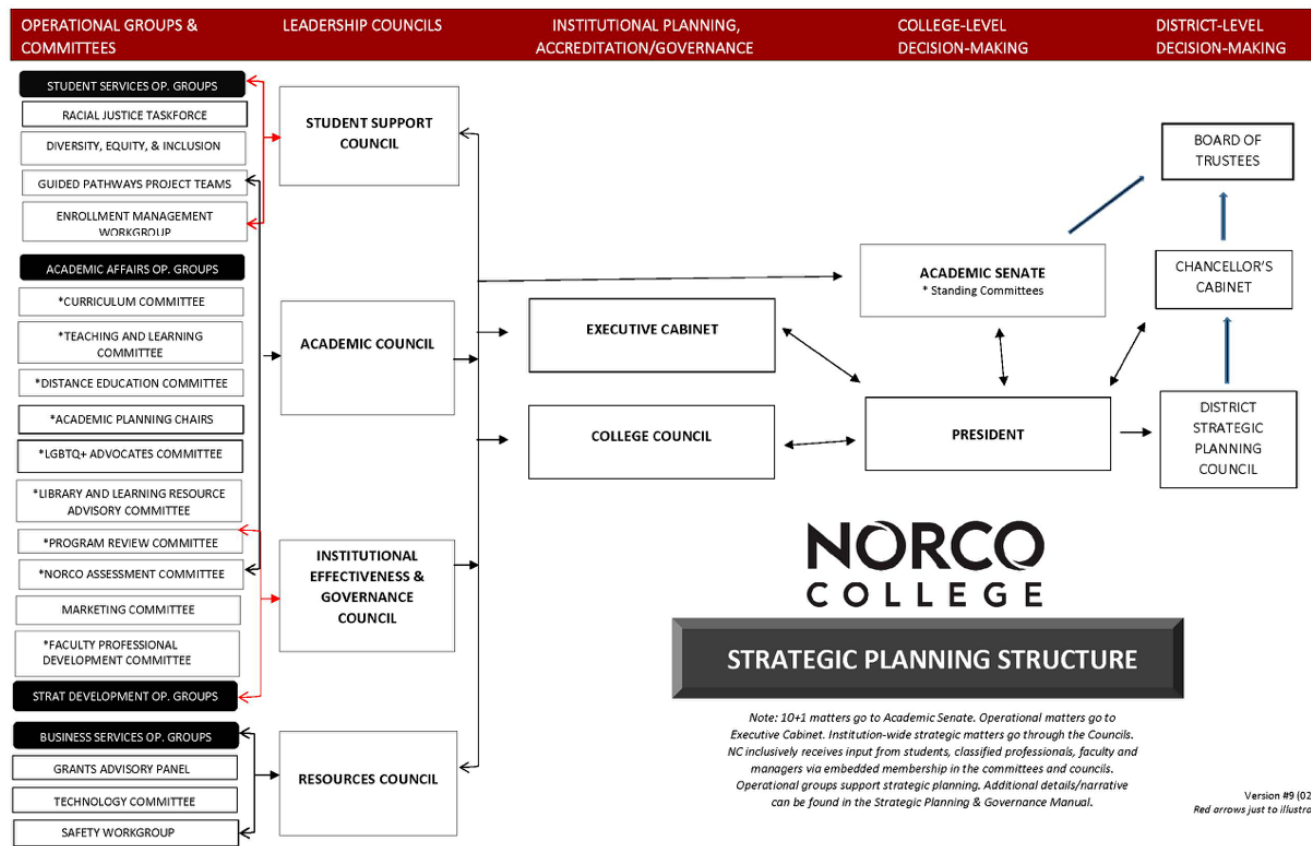
Strategic Planning and Governance Manual Core Commitments Alignment

Access: Providing open admissions and comprehensive educational opportunities for all students.
- Educational Master Plan-2030 Goal 1: (Access) Expand college access by increasing both headcount and FTES.
  - College Plan Alignment
  - EMP Objective Alignment
  - Academic Council Goal
  - Student Support Council Goal
- Provide and protect access to the educational resources of Norco College.
- Internal Scan
- Analysis of Key Performance Indicators and Targets

Equity: Engineering and sustaining an environment where student success is realized by all groups with proportionate outcomes.
- Educational Master Plan-2030 Goal 3: (Equity) Close all student equity gaps.
  - College Plan Alignment
  - Environmental Scan
  - Internal Scan
- Analysis of Key Performance Indicators and Targets
- ISER Quality Focus Essay (QFE) Projects

Student Success: Being an institution that places high value on the academic and personal success of students in and outside of the classroom and where meeting student needs drives all decisions regarding educational programs and services.
- Educational Master Plan 2030 Goal 2: (Success) Implement Guided Pathways framework.
- Internal Scan
- State Goal Alignment
- Analysis of Key Performance Indicators and Targets
- ISER Quality Focus Essay (QFE) Projects
- Program Review and resource allocation procedure

Expertise: Committing to ongoing improvement of teaching, service, and leadership as core institutional skills.
- Educational Master Plan 2030 Goal 8: (Effectiveness, Planning, and Governance) Develop institutional effectiveness and integrated planning systems and governance structures to support ongoing development and continuous improvement as we become a comprehensive college.
- Assignments of EMP objectives to specific councils/offices/units
- Roles of College Constituencies
- College Councils / Committees
  - membership
- Participation on workgroups, project teams, etc are based upon expertise/function

Mutual Respect: Belief in the personal dignity and full potential of every individual and in fostering positive human values in the classroom and in all interactions.
- Educational Master Plan 2030 Goal 9: (Workplace/Employees) Expand workforce to support comprehensive college and develop/sustain excellent workplace culture.
- Use of the term Classified Professionals throughout
- Protect human dignity and freedom of expression in the academic and working environment, and assure that all are respected as individuals.
- Background and Framework of Governance
  - Ground Rules for Civility
- Principles for Ethical Behavior in Decision-Making
- Decision-making processes will be made by consensus whenever possible
- Chartering Template – expectations for Chairs and members

Collegiality: Being a supportive community that is distinctive in its civility, where the views of each individual are respected, humor and enjoyment of work are encouraged, and success is celebrated.
- Educational Master Plan 2030 Goal 9: (Workplace/Employees) Expand workforce to support comprehensive college and develop/sustain excellent workplace culture.
- Use care and integrity in managing confidential information, fulfilling commitments, and sharing credit for accomplishments.
- Facilitate a climate of collegiality, transparent decision-making, and the right to dissent.
- Background and Framework of Governance
- Explanation of, and respect for, the Roles of College Constituencies
- Decision-making processes by consensus whenever possible

Inclusiveness: Embracing diversity in all its forms — global as well as local — and creating a supportive climate that encourages a variety of perspectives and opinions.
- Encourage open dialogue and positive contributions to Norco College by inviting all constituencies to participate in the governance process.
- Provide accurate, objective, and clear information so that decisions are made that are in the best interests of students, employees, Norco College and the public.
- Background and Framework of Governance
- Principles for Governance
- Co-Chairs in college councils/ committees (excluding Academic Senate Standing committees)

- College councils and committee's membership inclusive of all constituency groups
- Decision-Making Process includes participation of faculty, staff and administrators
- Appeals Process of Committee/Council Decisions
- College meetings calendared during college hour to maximize participation of all college constituencies including students.

Integrity: Maintaining an open, honest, and ethical environment.
- Principles for Ethical Behavior in Decision-Making
- Background and Framework of Governance
- Roles of College Constituencies
- Foster openness and courtesy by encouraging and maintaining communication consistent with Norco College's organizational and administrative protocols.
- Strategic Planning entities to post charters online visibly & transparently
- Evaluation of the Planning and Decision-Making Process

Quality: Achieving excellence in the broad range of academic programs and services provided to students and to the community, fostering an environment of inquiry, learning and culture, and providing professional development opportunities for faculty and staff.
- Educational Master Plan 2030 Goal 4: (Professional Development) Implement Professional Development around Guided Path- ways and equity framework; foster a culture of ongoing improvement.
- Educational Master Plans 2030 Goal 7: (Programs) Become the regional college of choice by offering a comprehensive range of programs that prepare students for the future and meet employer workforce needs.
- Abide by established college and district policies and procedures and act within applicable laws, codes, regulations (cited throughout SPGM), and Roberts Rules of Order procedures.
- Environmental Scan
- ISER Improvement Plans
- ISER Quality Focus Essay (QFE) Projects
- EMP goal alignment with other college, district, and state plans
- Program Review process which includes goal-setting and focus on student learning

Environmental Stewardship: Being mindful of the impact we have on the environment, as individuals and as a community, and fostering environmental responsibility among our students.
- Environmental Scan
- Act as stewards of the campus, protecting and providing for its environmental sustainability and beauty through conscientious conduct.
- Educational Master Plan 2030 Goal 10: (Facilities) Build a comprehensive and inspiring campus integrated into the region that serves as a destination for education, commerce, life, and the arts

Innovation: Valuing creative solutions and continuing to seek inventive ways to improve instruction and service to students and to the community.
- Educational Master Plan 2030 Goal 8: (Effectiveness, Planning, and Governance) Develop institutional effectiveness and integrated planning systems and governance structures to support ongoing development and continuous improvement as we become a comprehensive college.
- Educational Master Plan 2030 Goal 11: (Operations) Implement professional, intuitive, and technology enhanced systems.
- Educational Master Plan 2030 Goal 12: (Resources) Develop innovative and diversified resources to build and sustain a comprehensive college and achieve our visionary goals.
- Overview of Purpose
- ISER Improvement Plans
- Dynamic chartering process for all governance entities
- Evaluation of the Planning and Decision-Making Process

Civic Engagement: Being fully engaged with the local community by listening to needs; establishing programs and partnerships to meet regional needs; forming alliances with other educational institutions to create a continuum of educational opportunities; and communicating information about Norco College programs and services to the external community.

- Educational Master Plan 2030 Goal 5: (Workforce and Economic Development) Reduce working poverty and the skills gap.
- Educational Master Plan 2030 Goal 6: (Community Partnerships) Pursue, develop, & sustain collaborative partnerships.
- Educational Master Plan 2030 Goal 7: (Programs) Become the regional college of choice by offering a comprehensive range of programs that prepare students for the future and meet employer workforce needs.
- 2030 Goal 10: (Facilities) Build a comprehensive and inspiring campus integrated into the region that serves as a destination for education, commerce, life, and the arts.
- Environmental Scan
- Internal Scan

Acronym Abbreviation List

College/District Departments, Committees, Programs and Processes

AC – Academic Council

ACE – Accelerated, Certificate and Employment

ADT – Associate Degree for Transfer

AHWL-Arts, Humanities and World Languages

ALO – Accreditation Liaison Officer

AOE – Area of Emphasis (Degree)

AP-Administrative Procedures

APC – Academic Planning Chairs

A&R- Admissions and Records

AS-Academic Senate

ASCCC – Academic Senate of the California Community Colleges

ASNC – Associated Students of Norco College

ASRCCD – Associated Students of Riverside Community College District

ASRCC - Associated Students of Riverside Community College

ASMVC - Associated Students of Moreno Valley College

BAM – Budget Allocation Model

BEIT - Business, Engineering and Information Technology

BIRT – Behavioral Intervention and Resource Team

BOT – Board of Trustees

BP – Board Policy

BS – Basic Skills

CAI – Common Assessment Initiative

CARE – Cooperative Agencies Resources for Education

CC – College Council

CCCAA – California Community College Athletic Association

CI – Completion Initiative

CI-D – Course Identification Numbering System

CJPC – Career and Job Placement Center

CML – Communications, Media and Languages

CNUSD – Corona Norco Unified School District

COC – Circle of Change Leadership Conference

COR – Course Outline of Record

CPROS- Classified Professionals (staff)

CSEA 535 - California School Employees Association Chapter 535

CTA – California Teachers Association

CTE – Career & Technical Education

CWI – Center for Workforce Innovation

DBAC – District Budget Advisory Council

DCC – District Curriculum Committee

DE - Distance Education

DEI – Diversity, Equity and Inclusion (Committee)

DEMC – District Enrollment Management Committee

DOI - Dean of Instruction

DRC - Disability Resource Center

DSP – District Strategic Plan

DSPC – District Strategic Planning Council

EC – Education Code

ECE – Early Childhood Education

EOPS - Extended Opportunity Programs and Services

EMP – Educational Master Plan

FLEX - Flexible Calendar Program

FMP – Facilities Master Plan

FMTF – Function Map Task Force

FYCP – Five Year Construction Plan

FYSI – -Foster Youth Success Initiative

FYSS – Foster Youth Support Services

GELO – General Education Learning Outcome

GC – Government Code

GP – Guided Pathways

GSA – Gender Sexuality Awareness Club

HACU – Hispanic Association of Colleges and Universities

HRER – Human Resources and Employee Relations

HSCE- High School Concurrent Enrollment

ICC – Inter-Club Council

IDS – Instructional Department Specialist

IE - Institutional Effectiveness

IEAC – Inland Empire Athletic Conference

IEGC – Institutional Effectiveness and Governance Council

IEP – Institutional Effectiveness and Planning

IGETC – Intersegmental General Education Transfer Curriculum

IMC – Instructional Media Center

INST- Instruction

IOI – Improvement of Instruction

IR – Institutional Research

ISS – Institutional-Set Standards

JFK/JFKMCHS – John F. Kennedy Middle College High School

KPI – Key Performance Indicators

LLRCAC – Library and Learning Resource Center Advisory Committee

LGA – Local Goal Alignment

LGBTQ+ - Lesbian, Bisexual, Gay, Transgender, Questioning

LLRC – Library and Learning Resource Center

LLRCC – Library and Learning Resource Center Committee

LFM – Leading from the Middle

LMP- Logistics Management Program

LO – Learning Outcome

LRC - Learning Resource Center

MAP – Military Articulation Platform

MLA – Management Leadership Association

MMAP – Multiple Measures Assessment Project

MVC – Moreno Valley College

NAC-Norco Assessment Committee

NAS (NCAS) – Norco College Academic Senate

NC – Norco College

OAC – Orientation, Assessment, Counseling

OEC – Orange Empire Conference (Athletic Conference within which Norco College previously competed)

PAB – President's Advisory Board

PD - Professional Development

PDC- Professional Development Center

PDC – Faculty Professional Development Committee

PLO – Program Learning Outcome

RC – Resource Council

RRO – Robert's Rules of Order

PR – Program Review

PRC - Program Review Committee

RCC – Riverside City College

RCCD - Riverside Community College District

RJT – Racial Justice Taskforce

ROP – Regional Occupational Programs

RR - Resource Request

SA – Summer Advantage

SBS - Social and Behavioral Sciences

SE - Student Equity

SEP – Student Educational Plan

SFS – Student Financial Services

SI – Supplemental Instruction

SLO – Student Learning Outcome

SP – Strategic Plan

SPGM- Strategic Planning and Governance Manual

SS – Student Services

SSS – Student Support Services

SSC – Student Support Council

SSCCC – Student Senate for California Community Colleges

SSS/SSS RISE-TRIO- Student Support Services/ Realizing Individual Success through Education

SSSP – Student Success and Support Programs

STEM – Science, Technology, Engineering and Math

SWOT – Strengths, Weaknesses, Opportunities and Threats

SWP – Strong Workforce Program

TLC – Teaching and Learning Committee

TSS – Technology Support Services

VFS – Vision for Success

VPAA - Vice President, Academic Affairs

VPBS - Vice President, Business Services

VPPD – Vice President, Planning & Development

VPSS - Vice President, Student Services

Norco College Buildings

ATEC – Applied Technology Building

CACT – Center for Applied Competitive Technologies

CRC - College Resource Center

CSS – Center for Student Success

HUM – Humanities

IT – Industrial Technology

LIB – Library

LRC – Leaning Resource Center

NOC or OC – Operations Center

PDC – Professional Development Center

SC - Soccer Complex

SSV – Student Services

ST – Science and Technology

STEM – Stem Center

THTR – Theater

VRC – Veteran's Resource Center

WEQ – West End Quad

Strategic Planning and Governance Manual Adoption and Approval Timeline

2019 -2020:

- October 30, 2019 - ISPC workday with initial committee/council assignments to EMP objectives
- December 10, 2020 - EMP goals and objectives approved by the Board of Trustees
- February 13, 2020 - ISPC Workday
- March 4, 2020 - ISPC presentation of KPIs
- April 22, 2020 -SPC Strategic Planning Structure & Committee Approval flow discussion
- May 2020 - Initial, incomplete Draft 1
- May-Early October - Initial review period. Feedback solicited.
- June 1, 2020 - Academic Senate Information Item
- June 3, 2020- ISPC Information Item

2020-2021:

- July 17, 2020 - Classified Professional Shared Governance Forum
- July 28, 2020 - SP&GM Zoom Dialog Session 1 of Draft 1
- July 31, 2020 - Classified Professional Shared Governance Forum
- August 11, 2020 - SP&GM Zoom Dialog Session 2 of Draft 1
- August 21, 2020 - Classified Professional Shared Governance Forum
- August 25, 2020 - SP&GM Zoom Dialog Session 3 of Draft 1
- August 28, 2020 - Classified Professional Shared Governance Forum
- August 31 - Joint meeting of Academic Senate and ISPC
- September 08, 2020 - SP&GM Zoom Dialog Session 4 of Draft 1
- September 11, 2020 - APC meeting presentation/discussion of Draft 1
- September 22, 2020 - SP&GM Zoom Dialog Session 5 of Draft 1
- September 23, 2020 - SSPC review
- September 30, 2020 - Joint meeting of Academic Senate and ISPC
- October 6, 2020 - SP&GM Zoom Dialog Session 6 of Draft 1
- October 7, 2020 - ISPC meeting- SP&GM Chapters 1-4 Review
- October 13, 2020 - BFPC review
- October 19, 2020 - SP&GM Zoom Dialog Session 7 of Draft 1
- October 21, 2020 - ISPC meeting - Associated Students Feedback, Classified Professionals Feedback, SP&GM Chapter 10 Review
- October 29, 2020 - SSPC review
- October 30, 2020 - Revised Draft II Release
- November 2020 - Final review period. Feedback solicited.
- November 4, 2020 - ISPC Review of Draft II Summary of Changes
- November 5, 2020 - SP&GM Zoom Dialog Session 8 of Draft II
- November 17, 2020 - SP&GM Zoom Dialog Session 9 of Draft II
- November 18, 2020 - ISPC meeting & discussion of governance/SPGM Draft II
- November 30, 2020 - Revised Draft 3 (final version)
- December 7, 2020 - Academic Senate 1st read of SPGM
- December 9, 2020 - ISPC 1st read of SPGM
- Winter 2021 – ISPC Work Group to review classified professional feedback
- February 17, 2021 – ISPC Review of proposed amendments
- March 1, 2021 - Academic Senate 2nd read of SPGM with amendments
- March 3, 2021 - ISPC 2nd read of SPGM with amendments
- March 11, 2021 - Committee of the Whole review and approval
- March 19, 2021 - DSPC review
- March 29, 2021 - Chancellor's Cabinet
- April 6, 2021 - Board of Trustees Committee presentation
- April 20, 2021 - Board of Trustees review and approval
- Spring 2021 - Charters & memberships appointments/elections

2021-2022

- August 2021 - Implementation

Glossary

AB 1725 Comprehensive California community college reform legislation passed in 1988 that covers community college mission, governance, finance, employment, accountability, staff diversity, and staff development.

Abstention A member who declines to vote. The abstention is not counted in anyway – it has no bearing on the outcome. A member is required to abstain if they have a financial conflict of interest in the outcome of a vote.

Academic Year Period of time schools use to measure a quantity of study. Academic year can vary from school to school and even from educational program to educational program at the same school, but generally refers to July 1 through June 30.

Accreditation The review of the quality of higher education institutions and programs by an association comprised of institutional representatives. The Accrediting Commission for Community and Junior Colleges (ACCJC) of the Western Association of Schools and Colleges (WASC) accredits California's community colleges.

Academic Senate The Academic Senate represents the faculty in academic and professional matters. The Roles of College Constituencies section of the Strategic Planning and Governance Manual further describes the role of faculty.

Ad Hoc Committee A committee created by a council or standing committee to address and make recommendations on a particular subject as needed and meets until a task is completed. The members need not be from a council or standing committee.

Administration Synonymous with management, this term is used to describe one of our five constituency groups defined by duties/job descriptions.

Adopted Budget Legislatively required that each District adopt a fiscal year budget by September 15th unless a statewide extension, as a result of a budget impasse, is enacted.

Advisory Group A group that makes recommendations and/or provides key information and materials to a position, program, group, or operational unit.

Allocation The division or distribution of resources according to a formula or plan.

Agenda The schedule of the meeting. The order of business, including reports of officers, committees, individual members, and action items.

Amendments A minor change or addition designed to improve a text, plan, or piece of legislation

Brown Act (The Ralph M. Brown Act) The Ralph M. Brown Act (Gov. Code, § 549501 et seq., hereinafter "the Brown Act," or "the Act") governs meetings conducted by local legislative bodies, such as boards of supervisors, city councils and school district boards. The Act represents the Legislature's determination of how the balance should be struck between public access to meetings of multi-member public bodies on the one hand and the need for confidential candor, debate, and information gathering on the other.

Budgeting and Accounting Manual (BAM) The BAM has the authority of regulation in accordance with Title 5 Section 59011 of the California Code of Regulations (CCR), is distributed as part of the Board of Governors' responsibility to define, establish, and maintain the budgeting and accounting structure and procedures for the California Community Colleges as defined in California Education Code (EC) Section 70901.

Cabinet An administrative body led by the President that meets regularly to address administrative tasks. Synonymous with Executive Cabinet.

California Community College Chancellor's Office (CCCCO) The California Community Colleges is the largest higher education system in the nation. The system is comprised of 72 districts, 116 colleges and enrolls more than 2.9 million students. Community colleges provide basic skills education, workforce training and courses to prepare students to transfer to four-year universities. Colleges also provide opportunities for personal enrichment and lifelong learning. The Chancellor's Office operates under the direction of the state chancellor who is guided by the Board of Governors. The Chancellor's Office is charged with providing leadership, advocacy and support of the California Community Colleges. Serving as the administrative branch of the California Community Colleges system, the Chancellor's Office is also responsible for allocating state funding to the colleges and districts. Located in Sacramento, the Chancellor's Office includes the offices of the chancellor and vice chancellors who oversee the work of ten major divisions. Website: www.cccco.edu.

California School Employees Association (CSEA) Chapter 535 The exclusive collective bargaining representative of Classified Professionals in the classified service employees unit in the Riverside Community College District for matters on salaries, benefits, and working conditions as well as the appointing body of classified representatives on committees and governance groups.

California Teachers Association/Faculty Association (CTA/FA) Selected by the faculty of the Riverside Community College District as its sole collective bargaining agent under the provisions of Senate Bill 160, representing the faculty on salaries, fringe benefits, and working conditions, as well as the appointing body of faculty representatives on hiring and other decision making committees that directly affect faculty working conditions.

CCCCO MIS Data Mart A database program maintained on the Chancellor's Office website (Data Mart) that enables external users to query student and staff MIS data and generate aggregated reports by college, district or statewide.

Census The date in a semester in which students' enrollment is counted for funding purposes. The census date in primary terms (fall and spring) is based on 20% of the meeting pattern for courses scheduled less than 18 weeks.

Center An off-campus site administered by a parent college that offers programs leading to certificates or degrees that are conferred by the parent institution. Centers must be approved by both the CCCCO and ACCJC through a substantive change.

Charter A written constitution or description of an organization's functions designed to communicate transparently the scope, duration, purpose, and deliverables of a particular strategic planning entity.

Chief Executive Officer A term used to describe a multi-college district chancellor or the superintendent/president of a single-college district.

Civility Formal politeness and courtesy in behavior or speech

Classified Professional District employees in the classified employees service unit in job classifications listed in the CSEA Chapter 535 collective bargaining agreement, Article 1.A.. This term is used to describe one of our five constituency groups. Classified professionals is the agreed upon term at Norco College for the collective body referenced in Ed Code and policy as "staff" or "classified staff."

Co-Chair/Chair A person in charge of a meeting or organizational entity; often jointly with another co-chair(s).

Completion The action or process of finishing something.

Committee A group composed of a variety of individuals representing college constituent groups and has a charge that has been approved by a council or the college president

Confidential Staff A group of employees comprised of Executive Administrative Assistants to the Board of Trustees, Chancellor, Vice Chancellors, and College Presidents, as well as select Human Resources positions. Confidential employees that are part of the classified service and their employment is consistent with the provisions of classified employees.

Consensus A general agreement reached without a formal vote. Everyone agrees. No objection. Also called "general consent" or "without objection."

Consultation The mechanism for system-wide shared governance through which the Chancellor confers on policy issues with institutional and interest group representatives prior to making his recommendations to the Board.

Council A group of constituency representatives designated or selected to perform specific functions on behalf of the College with a defined scope/purview as documented within the SPGM and their individual charters.

Course Outline of Record (COR) A Course Outline of Record defines the content, objectives, methods of instruction and evaluation, sample textbooks, and instructional materials for a course. CORs are filed with the California Community College State Chancellor's Office.

Demographic A particular sector of a population.

Disciplines Curricular subject matter areas designated by the Board of Governors (relying on the work of the Academic Senate) and used in establishing minimum qualifications for faculty.

Distance Education/Distance Learning Classes and other educational services offered via the Internet or other technological means of teaching/learning remotely.

Dual Enrollment Program in which high school students earn college credit during high school hours or extended hours. College courses are offered on the high school campus or online. Dual Enrollment courses are closed courses only offered to high school students. Dual Enrollment courses are Free to high school students.

Education Code (EC) The body of law that regulates education. Other laws that affect colleges are found in the Government code, Public Contracts code, Penal Code and others.

Effectiveness The degree to which something is successful in producing a desired result; success.

Enrollment Management The term used to describe processes related to setting priorities for and continuing student enrollment.

Equity The quality of being fair and impartial.

Ex-officio Those members of board, council, or committee appointed by virtue of another position or expertise. May be voting members or non-voting. Must be specified in the appointment.

Expenditures Payment of cash or cash equivalent for payroll, goods or services or a charge against available funds in settlement of an obligation.

Faculty The teaching employees of the college, or of one of its departments or divisions, viewed as a body. Classified by job descriptions, the faculty are one of the five constituencies of the college.

Fiscal Year A 12-month period to which the annual operating budget applies and at the end of which a government determines its financial position and the results of its operations. For governmental agencies in the State of California, it is the period beginning July 1 and ending June 30. Some special projects or grants use a fiscal year beginning October 1 and ending September 30, which is consistent with the federal government's fiscal year.

Full-Time Equivalent Faculty (FTEF) The total number of full- and part-time faculty based on full teaching workload, not headcount. 1.0 FTEF = One faculty member teaching 100% or their contractual workload for a primary term (fall or spring). If the contractual full-time term workload is 15 lecture hours per week, an instructor teaching 5 three-unit lecture classes would be = 1.0 FTEF. One lecture hour per week equals 1/15th (.6667 FTEF); three lecture hours per week equals 3/15ths (.2 FTEF). The lab calculation varies based on the level of preparation and grading associated with the lab activity.

Full-Time Equivalent Students (FTES) A measurement used to convert part-time and full-time student contact hours into full-time equivalent study load. One FTES represents 525 total student contact (class) hours. One FTES typically represents one student taking 15 units of coursework for two primary 16.4 week terms (15*2*17.5=525)/525=1.0 FTES. FTES are the primary measure by which state apportionment funding (and base workload) is allocated to districts.

RCCD operates on a compressed 16-week calendar, altering the calculation of FTES for a standard full-length primary term course, using a value called the Term Length Multiplier (RCCD's is 16.4):

FTES = (Weekly Student Contact Hours) * (Term Length Multiplier) / 525.

FTES = (Weekly Student Contact Hours) * 16.4 / 525

Full-Time Faculty Obligation (FON) The number of FTEF (full-time equivalent faculty) a district is required to maintain under the California Education Code requirements, which aims to achieve a full-time to part-time faculty percentage ratio of 75/25. Districts that fail to maintain a minimum FON are assessed a penalty equivalent to the statewide cost of 1.0 FTEF for each FTEF short of the FON.

General Education A required pattern of courses covering a breadth of subjects thought to be useful for all college students regardless of major. The RCCD general education courses are defined in the College Catalog.

General Fund The fund used to account for the ordinary operations of the district. It is available for any legally authorized purpose not specified for payment by other funds.

Germane Relevant to a subject under consideration

Goals The object of a person's ambition or effort; an aim or desired result.

Governance Having authority to conduct the policy, actions, and affairs of a state, organization, or people.

Headcount The actual number of students enrolled. This is also known as unduplicated enrollment.

Key Performance Indicator (KPI) A quantifiable measure identified with specific goals and objectives for the purpose of evaluating the college's success.

Learning Outcomes
- **Service Area Outcome (SAO)** An assessment measure by campus units that do not provide direct instruction to students yet do provide services that influence student success in achieving learning outcomes. SAOs align with SLOs and may be measured indirectly through unit-designed surveys, performance indicators, and other achievement-based measurement tools.
- **General Education Learning Outcome (GELO)** Measureable outcomes of knowledge, skills, abilities students should master as a result of their overall college experience. At Norco, GELOs are synonymous with Institutional Learning Outcomes (ILOs).
- **Program Learning Outcome (PLO)** Measureable outcomes of knowledge, skills and abilities acquired by completing a series of courses associated with a specific degree, certificate or program.
- **Student Learning Outcome (SLO)** Measureable outcomes of knowledge, skills and abilities acquired by completing a course, or other campus services.

Majority At least one more than half. If a vote results in a tie there is no majority and the proposal does not pass.

Management Synonymous with Administration (see above)

Management Information System (MIS) Refers to computer-based systems that manage student, fiscal and other information. The CCC MIS database is comprised of unit record student and employee data from all colleges in the system.

Minutes The recorded (written, video, recorded) memorialization of action taken at a meeting. Should include all action items motions and the results of every decision/vote. Also members present, date, start time, end time.

Methodology A system of methods used in a particular area of study or activity.

Network A collaborative hub of individuals often representing different groups brought together to coordinate efforts, exchange information and facilitate calendar planning.

Objectives A thing aimed at or sought; tactics intended to reach a larger goal

Operational The routine functioning and activities of a department, unit, division, or individual employee.

Operational Group A unit, team, department, division, or cross-functional team collaborating to execute routine functioning in support of our strategic plans. Creating college-wide plans is strategic; carrying out and implementing the tactics thereto are operational.

Overseeing To watch and manage a job or activity; having some degree of responsibility

Participatory Governance The practice of involving faculty, classified professionals, students and administrators in policy discussions and institutional planning at the local and state levels.

Pell Grant A federal financial aid program that provides funds to low-income students to help pay their educational expenses.

Planning Team A group that convene various employees year-round from multiple departments and disciplines to discuss tactical and operational plans for a specific event, objective, or initiative.

Professional Development Refers to employees developing and improving their skills to better meet the needs of their job duties, to further their development, and to acquire new perspectives/abilities.

Program A determination for program review and assessment purposes. An instructional program is any program of study that leads to a degree, transfer degree, or California Community College State Chancellor's Office recognized certificate of achievement. A non-instructional program is any offering/initiative with an on-going, clearly identified budget code, parameters, or defined scope.

Program Review Program Review is a process for continual evaluation, self-study, and improvement to ensure that our students are well-prepared and well-served to assist them in successfully achieving their further academic, career, and professional endeavors. It is the central process at the college where each academic and support department identifies goals and resource needs for program improvement.

Project Team A small, organized group of people who perform shared/individual tasks of a specifically defined charter/project/objectives. Synonymous with a workgroup, project teams focus on short-term projects (up to 1-year) targeting a specific metric, outcome, or issue.

Staff This term is commonly used two ways. 1. A more general term referencing all employees and constituency groups of the Riverside Community College District including faculty, classified, confidential, and management positions. 2.As referenced in California Education Code and Board Policy referring to members of the classified employee group (locally referred to as classified professionals).

Standing Committee A permanent committee of the Academic Senate intended to consider all matters pertaining to a designated subject that meets on a regular basis.

Strategic Elating to the identification of long-term or overall aims and interests and the means of achieving them.

Student A person who is studying at Norco College; the focus of our mission.

Student Success The primary definition of student success is the completion of a course, degree, certificate, or program of study that leads to transfer or career success.

Student Success and Support Programs (SSSP) A categorical program that enhances student access to the California Community Colleges and promotes and sustains the efforts of credit students to be successful in their educational endeavors.

Success The accomplishment of an aim or purpose. Success in an academic course is a grade of D or higher.

Task Force A constituency-represented group created to address a special college-wide subject/issue and meets until the subject/issue is resolved.

Title 5 The section of the California Administrative Code that regulates community colleges. The Board of Governors adopts Title 5 regulations.

Title IX The Education Amendments of 1972. Title IX protects people from discrimination based on sex in education programs or activities that receive Federal financial assistance. It states that: No person in the United States shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity receiving Federal financial assistance.

Title V A federally funded grant program of the Higher Education Act (HEA). Created in 1998 to assist certain colleges and universities in improving the higher education of Hispanic students in the United States.

Town Hall Open convening's that allow college leadership to address everyone in the Norco College community for the purpose of conveying significant plans and/or getting input on issues impacting the college.

Quorum Minimum number of members required to conduct a meeting. Any action taken without quorum is null and void.